### RHODE ISLAND ALTERNATE ASSESSMENT

### EMMA

SAMPLE GRADE 4 STUDENT DATAFOLIO

RHODE ISLAND
ALTERNATE ASSESSMENT



DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

RIAA 2008-2009 ProFile: Table of Contents Checklist

Student: Emma Dates/

Grade: 4

School: Forks Elementary School

### **Table of Contents Checklist**

(Organize Datafolio in the following manner) Grade 4

- ✓ Validation Form
- Notice Under the Family Educational Rights and Privacy Act of 1974

### **Mathematics Strand: Numbers and Operations**

### Structured Performance Task 1/AAGSE 2 Structured Performance Task 1/AAGSE 1

- ✓ Data Summary Sheet
- ✓ Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- ☑ Collection Period 3 Student Documentation Form
- Student Product or Photograph

- ✓ Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

### **Mathematics Strand: Geometry and Measurement**

### Structured Performance Task 2/AAGSE 1

- ✓ Data Summary Sheet
- ✓ Collection Period 1 Student Documentation Form
- ☑ Collection Period 2 Student Documentation Form
- ☑ Collection Period 3 Student Documentation Form
- Student Product or Photograph

### Structured Performance Task 2/AAGSE 2

- ✓ Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

### Reading Strand: Word Identification Skills/Vocabulary

### Structured Performance Task 1/AAGSE 1

- ✓ Data Summary Sheet ✓ Collection Period 1 Student Documentation Form
- ✓ Collection Period 2 Student Documentation Form
- ☑ Collection Period 3 Student Documentation Form
- Student Product or Photograph

### Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- ✓ Collection Period 1 Student Documentation Form
- ✓ Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

### Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text Structured Performance Task 2/AAGSE 2 Structured Performance Task 2/AAGSE 1

- ✓ Data Summary Sheet
- ☑ Collection Period 1 Student Documentation Form
- ✓ Collection Period 2 Student Documentation Form
- ☑ Collection Period 3 Student Documentation Form
- ✓ Student Product or Photograph

- ✓ Data Summary Sheet
- ✓ Collection Period 1 Student Documentation Form
- ✓ Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- ✓ Student Product or Photograph

### Writing Strand: Structures of Language/Writing Conventions

Structured Performance Task 1/AAGSE 1

Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- ☑ Collection Period 1 Student Documentation Form
- ☑ Collection Period 2 Student Documentation Form
- ✓ Collection Period 3 Student Documentation Form
- ☑ Student Product or Photograph

- Data Summary Sheet
- ☑ Collection Period 1 Student Documentation Form
- ☑ Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- ☑ Student Product or Photograph

### Writing Strand: Response to Literary or Informational Text

### Structured Performance Task 2/AAGSE 1

- ✓ Data Summary Sheet
- ☑ Collection Period 1 Student Documentation Form
- ☑ Collection Period 2 Student Documentation Form
- ☑ Collection Period 3 Student Documentation Form
- Student Product or Photograph

### Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- ☑ Collection Period 2 Student Documentation Form
- ✓ Collection Period 3 Student Documentation Form
- ✓ Student Product or Photograph

### Science Entry 1: Inquiry

Inquiry Construct: (check one)

- Observing/Questioning Conducting
- ✓ Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

### Science Entry 2: Knowledge

- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph



State of Rhode Island and Providence Plantations DEPARTMENT OF EDUCATION Shepard Building 255 Westminster Street Providence, Rhode Island 02903-3400

### **Notice Under the Family Educational** Rights and Privacy Act of 1974, as amended

### Dear Parent or Guardian:

Federal law protects the disclosure of education records (or personally identifiable information contained therein) maintained by school districts, or their agents, by requiring prior written consent before a district discloses educational records or person identifiable information. Your consent is requested so that materials from your child's Rhode Island Alternate Assessment portfolio might be used by our state testing contractor, Measured Progress, to train educators and parents to compile and/or score alternate assessment portfolios. If you give your consent, please sign the form below on the line indicated for your signature.

### CONSENT

I,	ld's Rhode Island Alternate Assessment ctures) to educators and parents to train them nt portfolio. I understand that in the event that aining purposes, steps will be taken to avoid e.g., names removed from documents, and that if selected for training purposes, materials cluded in teacher training manuals, and other
Signature of Parent/Guardian	5/1/09 Date
Signature of Student, if over 18 years of age	Date

Note: You may view or obtain a copy of your child's educational records, including the portfolio, which are maintained by the local school district. Please contact your child's local school district for more information.

Student: Emma Dates Grade: 4

### **Validation Form**

This form provides documentation of the individuals that have reviewed and/or contributed to this RIAA Datafolio. Please have each individual initial to indicate that the information is correct.

Name: Lucey Lovett Contribution to the Datafolio: Review, documentation and data collection	Position: Special Education Teacher Initials:
Name: Lisa Lionelle Contribution to the Datafolio: Data Collection	Position: Teacher Assistant Initials:
Name: Louise Lynch Contribution to the Datafolio: Data Collection	Position: Teacher Assistant Initials:
Name: Contribution to the Datafolio:	Position: Initials:
Name: Contribution to the Datafolio:	Position: Initials:
Please obtain principal's and parent's sig	nature prior to submission.
Principal Signature	5/1/09 Date
Parent Signature	

### Data Summary Sheet for Mathematics, Reading, and Writing Grade: 4

Student: Dates, Emma

Area Mathematics NO 12.2a AAGSE#: Content Content Strand: Description: Add like coins together to match coin combinations to dollar and cents notation. Operations Mathematics Strand: Numbers and  $\parallel$  **Description:** The student will participate in classroom, school and/or Structured Performance Task#: 35-1 community monetary activities.

	Co Oct.	Collection Period 1 ct. 6 - Nov. 14, 200	Collection Period 1 Oct. 6 - Nov. 14, 2008		Со Jan	Collection Period 2 Jan. 12 - Feb. 6, 200	eriod 2 ). 6, 2009		Cc Marc	Collection Period 3 rch 16 - April 9, 20	Collection Period 3 March 16 - April 9, 2009	9
Date	<b>Date</b> 10/10/08 10/24/08 11/06/08	10/24/08	11/06/08		01/16/09 01/28/09 02/05/0	01/28/09	02/05/09		03/17/09	03/17/09 03/26/09 04/08/09	04/08/09	
Data Type	DP	DP	SDF		DP	SDF	DP		SDF	DΡ	DP	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	25	30	40		35	60	50		60	50	60	
Levels of Assistance			Av	Average			Av	Average			Ave	Average
<b>Prompt %</b> Point	10	0	0	3	10	0	0	ω	20	10	10	13
Prompt % Verbal	65	70	60	65	55	40	50	48	20	40	30	30
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average %			Accuracy:	100			Accuracy:	100			Accuracy:	100
Feriod Period		Indep	Independence:	32		Inder	Independence:	48		Indep	Independence:	57

 $\square$  Check box if Student Product or Photograph Evidence Documentation Form is attached.

			CONTRACT OF THE PROPERTY OF TH	
Student: Dates, Emma		Grade: 4	Date: 11/06/08	Data Collection Period: 1
Content Area:	Content Strand:	d:	Structured Performance Task# 35-1	35-1
Mathematics	Mathematics Strand: Numbers		Description: The student will participate in classroom, school	cipate in classroom, school
	and Operations		and/or community monetary activities.	es.
AAGSE#: NO 12.2a	Description: A	dd like coins tog	Description: Add like coins together to match coin combinations to dollar and cents notation.	dollar and cents notation.

# Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

activity by purchasing a bag of popcorn. sticker was its corresponding value in decimal notation. Students placed their chosen coins on the chart. After checking for the correct the different ways that a student could make \$.25 using only quarters, dimes, and or nickels. For each combination, under each coin popcorn. To check their counting and coin selection, the students placed their coins on a "Popcorn Counting Chart". The chart had al selection of quarters, dimes, nickels and pennies. The students were required to count out \$.25 using only nickels to purchase a bag of Every other Tuesday, our school's PTA sells popcorn as part of its fundraising effort. The students were given a container that had a number of nickels, the students orally counted to \$.25 by 5s, touching each of the five nickels one by one. The students completed the

## Describe the student's application of the AAGSE to the SPT in a standards-based activity:

prompting. completed the matching of coins, she counted them and made her purchase. When needed, Emma was supported with verbal counted by tens). Emma had to add 5 coins together to match to a \$0.25 price that was listed on the popcorn counting chart. Once she Emma used only nickels to buy her popcorn. She independently selected a handful of nickels but had difficulty counting by fives (she

Level of Independence: 40 %	Level of Accuracy: 100 %
Explain how percentages were determined. Emma required verbal prompting for adding 3 out of the 5 nickels. Her prompt percentages were as follows: 2 out 5 independent = 40%, 3 out of 5 verbal prompt = 60%.	Explain how percentages were determined. Explain how percentages were determined. Emma needed to add 5 nickels together to make \$.25 to match the coin collection to the price card. Emma was able to add 5 of the 5 nickels together to make the coin combination of \$.25 giving her 100% accuracy.
Evaluation of Student's Performance	Evaluation of St

Teacher's Initials: 24

Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma	0	Grade: 4	Date: 01/28/09	Data Collection Period: 2
Content Area:	Content Strand:		Structured Performance Task# 35-1	¢ 35-1
Mathematics	Mathematics Strand: Numbers		Description: The student will participate in classroom, school	ticipate in classroom, school
	and Operations		and/or community monetary activities.	ties.
AAGSE#: NO 12.2a	Description: Ado	d like coins toge	Description: Add like coins together to match coin combinations to	nbinations to dollar and cents notation.

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

contained with in the Snack Shack's cash register and the total value amount in decimal notation. as dollar notations. The students complete the activity by filling out a "cashier's slip". The slip requires the number of each coin starting with. The teacher provides a pre-prepared money count slip that records how much money (and number of coins) is in the grade activities. At the beginning of the activity, the students count out the register to determine the amount of the change they are register to start the day. The students count like coins orally by their value and match them to a chart that has several amounts listed The students run a store called the Snack Shack that sells snacks to the school faculty. Money raised from this store is used for 4th

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

dollar/cents notation. verbal assistance adding each of the coin sets. In total, Emma had 5 opportunities to add like coins and match them to their Emma completed this activity by counting the following like coins: 4 quarters, 13 dimes, 18 nickels, and 15 pennies. Emma needed

Level of Independence: 60 %	Level of Accuracy: 100 %
lindependent 3 out of 5 times = 60%.	notation with 100% accuracy, 5 out of 5 opportunities.
Emma added all like coin sets and matched them with their dollar Emma required verbal prompting 2 out of 5 times = $40\%$ , and was	Emma added all like coin sets and matched them with their dollar
Explain how percentages were determined,	Explain how percentages were determined.
Evaluate the student's independence performance on the AAGSE.	Evaluate the student's accuracy performance on the AAGSE.
Evaluation of Student's Performance	Evaluation of St

### Money Count

Completed,	money	how many	How much is it?	
		How Many?	How Much?	
ôgëthe	Dollars	0		
	Quarters		\$1.00	
			<b>₹1.00</b>	
	Dimes	40	d 1 30	
		13		
	Nickels	18		
		10	<b>\$0.90</b>	
	Pennies			
		15	<b>Ø</b> 0.15	

opportunities

100%. Accoracy 100%. Independence 315 x Independent

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 $\square$  Check box if Student Product or Photograph Evidence Documentation Form is attached.

Property - Transport - Transpo	THE PARTY OF THE P		
Student:	Grade: 4	<b>Date:</b> 03/17/09	Data Collection Period: 3
Content Area:	Content Strand:	Structured Performance Task# 35-1	35-1
Mathematics	Mathematics Strand: Numbers	Description: The student will part	ent will participate in classroom, school
	and Operations	and/or community monetary activities	es.
AAGSE#: NO 12.2a	Description: Add like coins tog	Description: Add like coins together to match coin combinations to dollar and cents notation.	dollar and cents notation.
Describe the overall Structure	ed Performance Task (SPT) a	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:	m/school/community:
Our school participated in a week	long fundraiser called "Pennies"	Our school participated in a week long fundraiser called "Pennies for Patients". Each student was encouraged to bring in any pennies to	uraged to bring in any pennies to
donate to this program. Each class	ssroom collected their students' c	donate to this program. Each classroom collected their students' donations and kept a running tally of the amount collected	the amount collected.
Describe the student's application of the AAGSE to the SPT in a standards-basec	ation of the AAGSE to the SP	I in a standards-based activity:	T THOUGH A STATE OF THE STATE O
Emma was required to count the	number of pennies donated each	Emma was required to count the number of pennies donated each day for a week. She counted like coins (pennies) by ones. She	ins (pennies) by ones. She
completed the activity by matchir	ng the amount of money she add	completed the activity by matching the amount of money she added to the amount of money in dollar and cents notation on her	and cents notation on her
collection slip. Data was taken over a period of 5 days.	er a period of 5 days.		
	Evaluation of Stu	Evaluation of Student's Performance	
Evaluate the student's accuracy performance on the AAGSE	performance on the AAGSE.		
Explain how percentages were determined	letermined.	Evaluate the student's independen	independence performance on the AAGSE.
With verbal and point prompting from a teacher, Emma counted	from a teacher, Emma counted	Explain how percentages were determined.	ermined.
the pennies and matched them to their notation with 100%	their notation with 100%	She required the following prompting: 3 time independent = $60\%$ , 1	g: 3 time independent = 60%, 1
accuracy each of the 5 days. Her independence score was 5/5 = 100%.	independence score was 5/5 =	times point prompting = 20%, and 1 times verbal prompting = 20%.	1 times verbal prompting = 20%.
Level of Accuracy: 100 %	iracy: 100 %	Level of Indepe	of Independence: 60 %
			The state of the s

Teacher's Initials:

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### Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Mathematics AAGSE#: Area: Content Operations Content Strand: Description: Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out of 100 Mathematics Strand: Numbers and is the same as \$0.10; or \$1.17 = \$1.00 and 17 pennies out of 100. Description: The student will participate in classroom, school and/or Structured Performance Task#: 35-1 community monetary activities. Grade: 4

	Oct Cc	Collection Period 1 ct. 6 - Nov. 14, 200	Collection Period 1 Oct. 6 - Nov. 14, 2008		Co Jan,	Collection Period : Jan. 12 - Feb. 6, 20	Period 2 5, 6, 2009		Marc	Collection Period 3 arch 16 - April 9, 20	Collection Period 3 March 16 - April 9, 2009	
Date	10/17/08	Date 10/17/08 10/24/08 11/07/08	11/07/08		01/16/09 01/23/09 02/06/09	01/23/09	02/06/09		03/18/09	03/18/09 03/27/09 04/09/09	04/09/09	
Data Type	SDF	DP	DP		무	PP	SDF		DP	SDF	DP	3
Accuracy %	100	100	100		100	99	100		100	100	100	
Tadapandanca	ŀ					]	1		7	200	75	
Independence %	0	50	25		50	75	50		75	100	75	
Levels of Assistance			Αv	Average			Av	Average			Ave	Average
Prompt % Auditory	0	0	25	<b>∞</b>	25	0	25	17	0	0	0	0
Prompt % Verbal	75	50	50	58	25	25	25	25	25	0	25	17
Prompt % Physical	25	0	0	8	0	0	0	0	0	0	0	0
Average %			Accuracy:	100			Accuracy:	100			Accuracy:	100
for Collection Period		Inde	Independence:	25		Inde	Independence:	58		Indep	Independence:	83

 $\square$  Check box if Student Product or Photograph Evidence Documentation Form is attached

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Student: Dates, Emma		Grade: 4	Date: 10/17/08	Data Collection Period: 1
Content Area:	Content Strand:	d:	Structured Performance Task# 35-1	35-1
Mathematics	Mathematics Str	and: Numbers	Mathematics Strand: Numbers   <b>Description:</b> The student will participate in classroom, school	ticipate in classroom, school
	and Operations		and/or community monetary activities.	ties.
AAGSE#: NO 4.2	Description: Id	dentify decimals	Description: Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out	f 100 (e.g., shows 10 pennies out
· · · · · · · · · · · · · · · · · · ·	of 100 is the sar	me as \$0.10; or	of 100 is the same as $$0.10$ ; or $$1.17 = $1.00$ and 17 pennies out of 100.	of 100.
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Students at Forks Elementary School have opportunities to buy snacks each week during lunch in the cafeteria. Once a week, students Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

## Describe the student's application of the AAGSE to the SPT in a standards-based activity:

can purchase popcorn. This gives all students the chance to apply their monetary skills.

her popcorn for \$.50. Emma identified decimals as money notation by writing the cost in cents notation (50 cents) and then correctly using the decimal as the correct place, and Step 4 Writing the cents notation (50), all on her Cafeteria Order Form. She correctly used the coins to purchase was taken on Emma: Step 1)Writing the dollar sign, Step 2) Writing the dollar amount for this order (0), Step 3) Writing the decimal in monetary notation by writing it in the dollar and cents notation (\$.50). In order for her to identify and use the decimal correctly, data

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### Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Fmma completed this AAGSE task with 100% accuracy. She

Emma completed this AAGSE task with 100% accuracy. She completed 4/4 steps accurately: 1)Writing the dollar sign, 2) Writing the dollar amount, 3)Writing the decimal in the correct place, and 4)Writing the cents notation.

### Explain how percentages were determined.

Emma completed this AAGSE task with 0% Independence. She needed auditory prompts to complete 3/4 steps (75% of the task): 1)Writing the dollar sign, 2)Writing the dollar amount and 3) Writing the decimal point in the correct place. She needed visual prompts for 1/4 steps (25% of the task): 4)Writing the cents notation.

Level of Independence: 0 %

Teacher's Initials:

Level of Accuracy: 100 %

				_	
Cafe	teria	()rd	er	Forn	1

Cafeteria Order Form
Name: _ Em:ma Date: 10 17/07
I want to buy a POP COM  Visual prompt to write  Cents notation  (cents)  (dollars) Auditory prompt to write dollar sign with dollar amount with decimal of
I need 50 cents to buy my POPCOIN.
I can add my to match the total amount of money needed.

$$10t + 10t + 10t +$$
 $10t + 10t = 50t$ 

AAGSE NO4.2

Check box if Student Product or Photograph Evidence Documentation Form is attached

Student: Dates, Emma		Grade: 4	Date: 02/06/09	Data Collection Period: 2
Content Area:	Content Strand:	<b>ਸ</b> ਜ	Structured Performance Task# 35-1	£ 35-1
Mathematics	Mathematics Strand: Numbers		<b>Description:</b> The student will par	dent will participate in classroom, school
	and Operations		and/or community monetary activities.	ties.
AAGSE#: NO 4.2	Description: Ide	entify decimals v	Description: Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out	f 100 (e.g., shows 10 pennies out
	of 100 is the sam	e as \$0.10; or s	of 100 is the same as $$0.10$ ; or $$1.17 = $1.00$ and 17 pennies out of 100.	of 100.

lunch and shopping. Emma was involved in planning a thank you party for the classroom parent volunteers in her 4th grade class. The Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The student's in Emma's class go on community field trips to apply many different skills. On this day, they went to the Fork's Mall for

## Describe the student's application of the AAGSE to the SPT in a standards-based activity:

students purchased various types of candy to share at the party.

Emma identified decimals as money notation by correctly writing the cost of a bag of chocolates in the dollar and cents notation, the cents notation (00), all on her order form. Emma then used her coins to purchase the candy. dollar sign, Step 2)Writing the dollar amount for this order (1), Step 3) Writing the decimal in the correct place, and 4)Step 4 Writing including the decimal (\$1.00). In order for her to identify and use the decimal correctly, data was taken on Emma: Step 1)Writing the

### **Evaluation of Student's Performance**

### Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.

Emma completed this AAGSE task with 100% accuracy. She completed 4/4 steps accurately: 1)Writing the dollar sign, 2) Writing the dollar amount, 3) Writing the decimal in the correct place, and 4) Writing the cents notation.

Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.

Emma completed this AAGSE task with 0% Independence. She needed auditory prompts to complete 2/4 steps (50% of the task):

1) Writing the dollar sign and 2)Writing the dollar amount. She needed visual prompts for 1/4 steps (25% of the task):

3) Writing the decimal point in the correct place. She needed gesture prompts to complete 1/4 steps (25% of the task):

4)Writing the cents notation.

Level of Independence: 50 %

Teacher's Initials: \_ 父又

Level of Accuracy: 100 %

 $\square$  Check box if Student Product or Photograph Evidence Documentation Form is attached.

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Student: Dates, Emma		Grade: 4	Date: 03/27/09	Data Collection Period: 3
Content Area:	Content Strand:		Structured Performance Task# 35-1	35-1
Mathematics	Mathematics Strand: Numbers		<b>Description:</b> The student will participate in classroom, school	icipate in classroom, school
	and Operations		and/or community monetary activities.	jes.
<b>AAGSE#:</b> NO 4.2	Description: Id	dentify decimals	Description: Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out	f 100 (e.g., shows 10 pennies out
	of 100 is the sar	ne as \$0.10; or	of 100 is the same as $$0.10$ ; or $$1.17 = $1.00$ and 17 pennies out of 100.	if 100.
				CAST CONTRACT CONTRAC

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students in Emma's class completed a unit about healthy eating and food groups. As one way to apply these concepts, they

purchasing - using vending machine skills. Emma purchased a bottle of water. purchased healthy foods for lunches and snacks. On this day, Emma selected a healthy drink to purchase at a school bending machine. This is distinct due to the different setting, different context for learning - applying healthy food/drink choices, and a different way of

## Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Step 2) Writing the dollar amount for this order (1), Step 3) Writing the decimal in the correct place, and Step 4) Writing the cents notation (00), all on her order form. Emma then used her coins to purchase the water. decimals (\$1.00). In order for her to identify and use the decimal correctly, data was taken on Emma: Step 1)Writing the dollar sign, Emma identified decimals as money notaion by correctly writing the cost of the water in the dollar and cents notation, including the

Level of Independence: 100 %	Level of Accuracy: 100 %
Writing the cents notation.	place, and 4) Writing the cents notation.
the dollar amount, 3) Writing the decimal in the correct place, and 4)	ect
completed 4/4 steps accurately: 1)Writing the dollar sign, 2) Writing	completed 4/4 steps accurately: 1)Writing the dollar sign, 2)
Emma completed this AAGSE task with 100% independence. She	Emma completed this AAGSE task with 100% accuracy. She
Explain how percentages were determined.	Explain how percentages were determined.
Evaluate the student's independence performance on the AAGSE.	Evaluate the student's accuracy performance on the AAGSE.
Evaluation of Student's Performance	Evaluation of St
The state of the s	

### Data Summary Sheet for Mathematics, Reading, and Writing Grade: 4

Student: Dates, Emma

Content	Content Strand:	Structured Performance Task#: 35-3
Area:	Mathematics Strand: Geometry	<b>Description:</b> The student will participate in and/or complete an activity
Mathematics	Mathematics   and Measurement	within a larger academic curriculum unit*.
AAGSE#:	Description: Compare and commu	<b>Description:</b> Compare and communicate length, height and weight of objects using language such as
GM 7.1a	"longer/shorter," "taller/shorter," "heavier/lighter,"	neavier/lighter."

	Oct CC	Collection Period 1 ct. 6 - Nov. 14, 200	Collection Period 1 Oct. 6 - Nov. 14, 2008	•	Co Jan	Collection Period 2 Jan. 12 - Feb. 6, 200	Period 2 5. 6, 2009		Marc	Collection Period 3 March 16 - April 9, 2009	eriod 3 ril 9, 200	Ō
Date	<b>Date</b> 10/15/08 10/22/08 11/12/08	10/22/08	11/12/08		01/16/09	01/16/09 01/30/09 02/06/09	02/06/09		03/24/09	03/24/09 03/31/09 04/07/09	04/07/09	
Data Type	DP	SDF	DP		DP	DР	SDF		DP	SDF	DP	
Accuracy %	60	100	75		75	100	100		100	100	100	
Independence %	25	40	60		50	60	60		75	75	100	
Levels of Assistance			Αv	Average			Av	Average			Αν	Average
Prompt % point	25	20	20	22	10	10	0	7	0	0	0	0
Prompt % Verbal	50	40	20	37	40	30	40	37	25	25	0	17
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average %			Accuracy:	78		,	Accuracy:	92		<i>+</i>	Accuracy:	100
Period		Indep	Independence:	42		Indep	Independence:	57		Indep	Independence:	83

	TEACL OF WORMING TOO 10
Level of Independence: 40 %	Toyol of Accuracy: 100 %
Evaluate the student's independence performance on the AAGSE.  Explain how percentages were determined.  Emma was independent 10x out of the 25 = 40% independence. She required verbal prompting 10 out of the 25 x giving her a verbal prompting percentage 40%. She required point prompts 5 out of the 25x giving her a point prompting percentage of 20%.	Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.  Emma was able to compare/communicate the length, height and weight of the sticks she found with 100% accuracy. She compare/communicated the following: 9 sticks by length, 9 sticks by height and 7 sticks by weight.
Evaluation of Student's Performance	Evaluation of Stu
he appropriate language.	weighed and solved the collection of rock may be solved the appropriate language.
compared and sorted the leaves into taller/shorter categories. There was a total of 25 opportunities to	compared and sorted the leaves into taller/shorter categories. There was a total of 25 opportunities to
ommunicated length, neight and weight of the objects. She	used her collection to compare objects by various properties and communicated length, neight and weight or the objects. Firming leads to the sticks into longer/shorter categories
As part of the introduction to rocks and minerals, Emma was asked to collect objects outside on the projects as she could find. Emma collected several leaves, rocks and sticks during this scavenger hunt. Emma	As part of the introduction to rocks and minerals, Emma was asked loollect as many different objects as she could find. Emma collected
in a standards-based activity:	Describe the student's application of the AAGSE to the SPT in a standards-base
ocks by various properties (color, texture, and size).	then tested their predictions by weighing, measuring and sorting rocks by various properties (color, texture, and size).
As part of the 4th grade curriculum, the students have been engrossed in a science unit rocusing on rocks and minerals through several hands-on activities. They made predictions about the properties of rocks and	As part of the 4th grade curriculum, the students have been engrossed in a science unit in part of the 4th grade curriculum, the students have been engrossed in a science unit in part of the 4th grade curriculum, the students have been engrossed in a science unit in part of the 4th grade curriculum, the students have been engrossed in a science unit in the science
it is embedded in your classroom/school/community:	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:
"heavier/lighter."	"longer/shorter," "taller/shorter," "heavier/lighter."
nunicate length, height and weight of objects using language such as	AAGSE#: GM 7.1a Description: Compare and communicate length, height
activity within a larger academic curriculum unit*.	and Measurement
<b>Description:</b> The student will participate in and/or complete an	Content Area: Content Strand: Geometry Mathematics Strand: Geometry
Structured Performance Task# 35-3	
Date: 10/22/08   Data Collection Period: 1	Student: Dates Emma Grade: 4

### RIAA Photograph Evidence Documentation

StudentName: Dates, Emma

Teacher Initials:

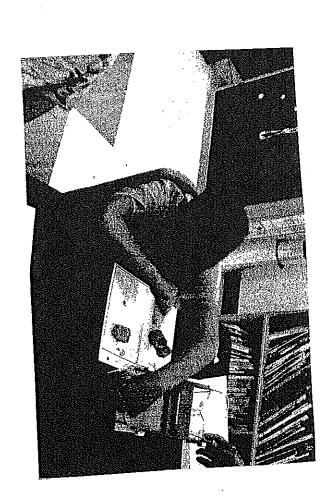
Date: 10/22/08

**SPT#:** 35-3

AAGSE#: GM 7.1a

### Describe the student's participation in applying the AAGSE:

Using objects collected on the playground, Emma participated in a science activity centered on rocks. Emma sorted and compared several leaves, rocks and sticks based on length, size and weight. Emma compared and communicated length, height, and weight of objects with 100% and 40% independence.



 $\centerise{\centerise}$  Check box if Student Product or Photograph Evidence Documentation Form is attached.

oom/school/community:	Possible the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:	d Performance Task (SPT) a	Doscribo the gyarall Structure
		longer/ and sent	
	" "heavier/lighter."	"longer/shorter." "taller/shorter." "heavier/lighter."	
<b>Description:</b> Compare and communicate length, height and weight of objects using language such as	nmunicate length, height and weigh	<b>Description:</b> Compare and com	AAGSE#: GM 7.1a
urriculum unit.".	activity within a larger academic curriculum unit	and Measurement	
ייין יייין אייין איין אייין איין א	Mathematics Strand: Geometry   Description: The Students will be replaced in the Students will be r	lathematics strand: Geometry	Mathematics
ticinate in and/or complete an	The student will par		
# 35-3	Structured Performance Task# 35-3	Content Strand:	Content Area:
			Schneller Daces, Change
Data Collection Period: 2	<b>Date:</b> 02/06/09	Grade: 4	Ctdont: Dates Emma

of the rain forest on animals, people and the environment. Students will become advocates by collecting recyclable soda/water bottles who live in the rain forest. Each week a short story is used for the daily read-aloud and discussion focusing on one of the above Students will also attend a presentation from a local expert on the rain forest. to save acres of the rain forest. Students will chart the weather for one week for their home town and for the rainforest's town. mentioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE. Students will learn about the importance The students have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people Describe the overall structured refloillance lask (SFI) a

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

complete this activity. the rain forest layers to each other. There was a total of 20 opportunities with in this activity. Emma needed verbal prompting to height of the various layers. Over 5 days, Emma had four opportunities each day to compare and communicate the height of each of Emma studied the four different layers of the rain forest. During the last week of the unit, she was asked to compare and describe the

Level of Independence: 60 %	Level of Accuracy: 100 %
Explain how percentages were determined. Emma was independent 12 out of 20 times, 60%. She required verbal prompting 8 out of 20 times, 40%.	<b>Explain how percentages were determined. Explain how percentages were determined.</b> Emma completed this activity with 100% accuracy. She as able to compare/communicate the height of the rain forest layers 4x for 5 days for 20 opportunities.
Evaluation of Student's Performance	Evaluation of St

Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:	STO	Grade: 4	Date: 03/31/09	Data Collection Period: 3
	Contont Strand.		Structured Performance Task# 35-3	35-3
Collegic Alea.				in the impation of complete up
Mathematics	Mathematics Strand	: Geometry	Mathematics Strand: Geometry   <b>Description:</b> The student will participate in analysis complete and	cipate III alla/of complete an
	land Measurement		activity within a larger academic curriculum unit*.	rriculum unit*.
				- C - L-2 - L-1 -
AAGSE#: GM 7.1a	Description: Comp	are and comi	<b>Description:</b> Compare and communicate length, height and weight of objects using language such as	of objects using language such as
	"nonger/shorter," "taller/shorter," "heavier/lighter."	aller/shorter,"	"heavier/lighter."	

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

seeds and chart the growth of their plants. Students will measure/compare the three different seeds before planting and estimate the seedlings (taller/shorter) each week as it grows into a plant. which seed will grow into a taller plant. They will weigh/compare(heavier/lighter) wet and dry soil and measure/compare the length of focusing on one of the above mentioned components, Students will learn about the steps to grow a seed. Students will plant their own resources for plants to grow, and the various uses of plants. Each week, a short story is used for the daily read-aloud and discussion The students have been participating in an integrated spring unit focusing on plants. This unit explored the life cycle of plants, essential

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

opportunities for this activity. Emma needed verbal prompting to complete this activity. dry soil. She then compared and communicated the sizes (longer/shorter) of three different seeds. There was a total of four Emma was required to complete a planting activity. First, Emma compared and communicated the weight (heavier/lighter) of wet and

	Level of Accuracy: 100 %
level of Independence: 75 %	100 0/
of 4 times for a verbal prompting percentage of 25%.	and length of the seeds (2x) with 100% accuracy.
lindependence level of 75%. She required verbal prompting one out	Emma compared and communicated the Weight of the Soil (2x)
She was independent 3 out of the 4 times giving her an	Explain how percentages were determined.
Explain how percentages were determined.	Evaluate the student's accuracy performance on the AAGSE.
Evaluate the student's independence performance on the AAGSE.	
Evaluation of Student's Performance	Evaluation of St

### Data Summary Sheet for Mathematics, Reading, and Writing Grade: 4

Student: Dates, Emma

Content AAGSE#: Mathematics Area: and Measurement Content Strand: Description: Use 2-D objects to compose (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square). Mathematics Strand: Geometry Structured Performance Task#: 35-3 within a larger academic curriculum unit\*. Description: The student will participate in and/or complete an activity

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	93	Collection Period 1	eriod 1		ι S	Collection Period 2	eriod 2 . 6, 2009		Co Marc	Collection Period 3 irch 16 - April 9, 20	Collection Period 3 March 16 - April 9, 2009	9
	OCt.	6 - NOV.	OCT. 6 - NOV. 14, 2000		0011				20, 20, 20	00/25/00	00/00/12	
Date	Date 10/13/08 10/27/08 11/13/08	10/27/08	11/13/08		01/15/09	01/15/09  01/23/09  02/06/09	02/06/09		03/20/09	03/20/09 03/2//09 04/09/09	04/09/09	
Data Type	SDF	DP	DР		DP	무	SDF		무	P	SDF	
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Accuracy %	100	93	00		TOO	150						]
Independence	25	40	50		50	50	60		50	60	80	
è											•	
Levels of			Av	Average			Αv	Average			Avi	Average
Prompt %	1	5	000	ວ 📗	25	30	10	22	20	10	0	10
Point	٥٠	۲										
Prompt %	25	30	30	28	25	20	30	25	30	30	20	27
VelDal		>	0	∍∥	O	0	0	0	0	0	0	0
Prompt %	C		(							,	A	9
Average %			Accuracy:	93			Accuracy:	100			Accuracy:	09
for Collection		Inde	Independence:	38		Inde	Independence:	53		Indep	Independence:	63
relica												

 $\square$  Check box if Student Product or Photograph Evidence Documentation Form is attached.

	Level Of Accuracy: 100 /0	_
Level of Independence: 25 %	100 %	
Emma required some support for this activity. She was independent of 8 times, giving her an independence percentage of 25%. She required verbal prompts 2 out 8 times = 25%. She required point prompts 4 out of 8 times = 50%.	<b>Explain how percentages were determined.</b> Emma completed this activity with 100% accuracy. She was able to corrrectly put the 8 shapes together to compose the haunted house.	Emma comple to corrrectly I house.
	Evaluate the student's accuracy performance on the AAGSE.	<b>Evaluate the</b>
Evaluation of Student's Performance	Evaluation of Stu	prompung w
s using four small triangles. There was a total of 8 opportunities house base, door and two windows). Emma needed point and verbal	within this activity (composing four squares out of eight triangles: house base, door and	triangles for t
	<b>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</b> The students were shown examples of houses they could create. Emma used different size and color bases in the square house base and a large triangle for the roof.	Describe the The students
	lletin board.	use on the bulletin board
fourth and fifth grade pod. Students decided to use the theme ated their own haunted house (based on a spooky story they read) to	<b>Describe the overall Structured Performance lask (SFI) as it is empeaced in Figure 1</b> The class was selected to create the hallway bulletin board for the fourth and fifth grade I "Spooky Stories" and highlight some student writing. Students created their own haunted	Describe the The class was "Spooky Storie
it is embedded in your classroom/school/community:	woo are are state (CDT) as	
agon or use two rectangles to make a square).		
compose (put together) 2-D shapes to make a specific polygon (e.g.,		AAGSE#: GM 1.3
activity within a larger academic curriculum unic.		
	Mathematics Strand: Geometry	Mathematics
Structured Performance Task# 35-3	Content Strand:	Content Area:
Date: 10/13/08   Para Concessor : Cross : 2	Grade: 4	Student: Dates, Emma

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Student: Dates, Emma	Grade: 4		Date: 02/06/09	Data Collection Period: 2
Content Area:	Content Strand:	Stru	Structured Performance Tas	nce Task# 35-3
Mathematics	Mathematics Strand: Geometry		<b>Description:</b> The student will p	ent will participate in and/or complete and
	and Measurement		activity within a larger academic curriculum unit	c curriculum unit*.
AAGCE#: GM 1 3	Description: Use 2-D objects to compose (put together	objects to com	npose (put together) 2-D sh	) 2-D shapes to make a specific polygon (e.g.,
7 C	use two trapezoids to r	nake a hexago	use two trapezoids to make a hexagon or use two rectangles to make a square).	make a square).
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:	ed Performance Task	(SPT) as it i	s embedded in your clas	sroom/school/community:
The students have been participating an integrated unit rocusing on the raily read-aloud and discussion focusing on one of the above	iting an integrated unit	focusing on tri	ע read-aloud and discussion ע read-aloud and discussion	The students have been participating an integrated unit focusing on the failt rolest. This difficustion focusing on one of the above
who live in the fall lotest, Laci	story used to wrap up	the unit is TH	E GREAT KAPOK TREE. Stu	who live in the fall lorest. Each week a short see, is such as the unit is THE GREAT KAPOK TREE. Students will learn about the importance
of the rain forest on animals, peo	ple and the environmen	nt. Students w	ill become advocates by col	of the rain forest on animals, people and the environment. Students will become advocates by collecting recyclable sound water bounds of the rain forest on animals, people and the environment. Students will become advocates by collecting recyclable sound, water bounds of the rain forest on animals, people and the environment. Students will become advocates by collecting recyclable sound, water bounds of the rain forest on animals, people and the environment.
to save acres of the rain forest. Students will chart the weather for one week for their florid town and forest animals using polydons.	students will chart the v	veather for one	e Week tot tien home town	sin forest animals using polygons.
Students will also attend a prese	ntation from a local exp	ert on the rain	Torest. Students created to	Students will also attend a presentation from a local expert on the rain forest. Students will also attend a presentation from a local expert on the rain forest.
Describe the student's application of the AAGSE to the SPT in a standards-based activity:	ation of the AAGSE t	<b>o the SPT in</b> strictor She w	<b>a standards-based activ</b> as given a teacher created	created image of the outline of the boa
constrictor made from one square (the head) and 8 hexagons (the body). The inside line	e (the head) and 8 hex	agons (the boo	dy). The inside lines detailin	constrictor made from one square (the head) and 8 hexagons (the body). The inside lines detailing where each polygon connected
were missing. Emma used 50 small triangles to compose the boa constrictor. Emma need	all triangles to compose	e the boa cons	strictor, Emma needed Vei ve	ed velbal alla pilysical prompang a composo
her picture from the 2-D shapes.				
	Evaluat	ion of Studer	Evaluation of Student's Performance	
Evaluate the student's accuracy performance on the AAGSE.	performance on the A		aluate the student's indepe	Evaluate the student's independence performance on the AAGSE.
Explain how percentages were determined	percentages were determined.		Explain how percentages were determined.  Fmma completed the project with the following levels of	ges were determined.  project with the following levels of

Teacher's Initials:

100% accuracy.

squares and hexagons to compose her boa constrictor with Emma was able to correctly put triangles together to form

Emma completed the project with the following levels of

verbal prompts = 30%, and 5 out of 50x with point prompts = 10%. Independence: 30 out of 50x independent = 60%, 15 out of 50x

Level of Independence: 60 %

Level of Accuracy: 100 %

Check box if Student Product or Photograph Evidence Documentation Form is attached.

	Light Light		The state of the s
Student:	Grade: 4	4 Date: 04/09/09	Data Collection Period: 3
Content Area:	Content Strand:	Structured Performance Task# 35-3	ask# 35-3
Mathematics	Mathematics Strand: Ge	Mathematics Strand: Geometry   Description: The student wi	lent will participate in and/or complete an
	and Measurement	activity within a larger acade	academic curriculum unit*.
AAGSE#: GM 1.3	Description: Use 2-D c	bjects to compose (put together) 2-D	Description: Use 2-D objects to compose (put together) 2-D shapes to make a specific polygon (e.g.,
	use two trapezoids to m	use two trapezoids to make a hexagon or use two rectangles to make a square).	o make a square).
		Table 1. Company of the company of t	ccrom/cchool/community

students will share their stories with a kindergarten class within the school community. Emma chose to write a children's book about components make up a good children's story, the students are required to write and illustrate a children's book. Upon completion, the As part of the 4th grade curriculum, students are exploring children's literature. Following an examination of what structural Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

the shapes she has been learning about.

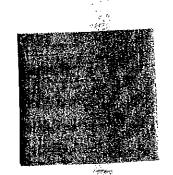
shape looks like in an everyday environment. For the illustrations, Emma used triangles (put together) to make each specific polygon. Emma wrote a sentence identifying by name the polygon, describing how many triangles can make the specific polygon and what the Emma wrote and illustrated a children's book about shapes. For each shape (triangle, square, rectangle, trapezoid and hexagon), Describe the student's application of the AAGSE to the SPT in a standards-based activity: There was a total of 15 opportunities for this activity. Emma needed verbal prompting to compose the polygons.

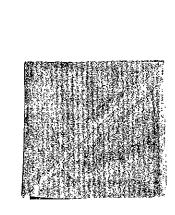
to the state of th	L
Level of Independence: 80 %	Level of Accuracy: 100 %
Explain how percentages were determined. Emma was independent 12 out of the 15 times, giving her 80% independence. She required verbal prompting 3x out of 15, giving her a verbal prompting percentage of 20%.	Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma composed each of the 5 different polygons using 15 triangles with 100% accuracy.
Evaluation of Student's Performance	Evaluation of Stu

Date: 4/9/08

SHe used two triangles to from Emma's Shape Book. This is a copy of one page Compose a Square.

Teacher, XX 100% accuracy
80% Independence
12× Independent
3× verbed prompts 15 apportunities





has Square

sides.

triangles make a Square

Square\_ looks like

think a

### Data Summary Sheet for Mathematics, Reading, and Writing

**Student:** Emma Dates

Area: Reading Content WID 1.7 AAGSE#: Skills/Vocabulary Content Strand: Description: Student applies word identification and/or decoding strategies by reading high-Reading Strand: Word Identification frequency words, including names, environmental print, and sight words, as appropriate to the student's school and/or community. Structured Performance Task#: 35-4 **Description:** The student will read/experience text related to Grade: 4

personal, classroom and community experiences. \*

	Oct Cc	ct. 6 - Nov. 14, 200	Oct. 6 - Nov. 14, 2008	~	Cc Jan	Collection Period 2 Jan. 12 - Feb. 6, 200	Period 2 ɔ. 6, 2009		Marc	Collection Period 3 rch 16 - April 9, 20	Collection Period 3 March 16 - April 9, 2009	<u>ق</u>
Date	<b>Date</b> 10/10/08 10/24/08 11/13/08	10/24/08	11/13/08		01/16/09 01/30/09 02/06/09	01/30/09	02/06/09		03/20/09	03/20/09 03/27/09 04/09/09	04/09/09	
Data Type	SDF	DP	DР		DP	DР	SDF		DP	DP	SDF	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	30	25	30		30	45	50		40	50	60	
Levels of Assistance			Av	Average		7 77 77 77 18 18 18 18 18 18 18 18 18 18 18 18 18	Αv	verage			Av	Average
Prompt % Point	16	25	15	19	0	15	15	10	20	15	12	16
Prompt % Verbal	54	50	55	53	70	40	35	48	40	35	28	34
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average %			Accuracy:	100			Accuracy:	100			Accuracy:	100
Period		Indep	Independence:	28		Indep	Independence:	42		Indep	Independence:	50
					·							

Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma	TT TTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTT	Grade: 4	<b>Date:</b> 10/10/08	Data Collection Period: 1
Content Area:	Content Strand:	d:	Structured Performance Task# 35-4	35-4
Reading	Reading Strand: Word	Word	Description: The student will read/experience text related to school	experience text related to school
	Identification Sk	ills/Vocabulary	Identification Skills/Vocabulary   and/or community.	
AAGSE#; WID 1.7	Description: S	tudent applies	Description: Student applies word identification and/or decoding strategies by reading	ding strategies by reading
	high-frequency	words, including	high-frequency words, including names, environmental print, and sight words, as appropriate to the	ht words, as appropriate to the
	student's persor	nal, classroom an	student's personal, classroom and community experiences. *	
		Tall (CDT)		

# Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

environmental print. Along with this program, students are assigned a guided reading book at their appropriate level. These books to the text students read the story aloud. provide additional practice for the high frequency sight words and additional information about the focus topic. After several exposures Students within the classroom are participating in a reading curriculum focusing on high frequency words found within the

## Describe the student's application of the AAGSE to the SPT in a standards-based activity:

given 50 opportunities to read "stop" correctly. program just introduced the word "STOP". This book was used to help Emma transfer her recognition/understanding of the new word Emma was assigned the book. STOP, LOOK and LISTEN by Alison Hawes for her weekly guided reading book. Her sight word reading into another text form. The story contained 10 opportunities for Emma to recognize and read the word "STOP". Over 5 days Emma was

Evaluation of St	Evaluation of Student's Performance
aluate the student's accuracy performance on the AAGSE.	Evaluate the student's independence performance on the AAGSE.
olain how percentages were determined.	Cho required the fellowing levels of accietance to read the world
ma read the word "stop" 50 out of 50 times with 100%	Sile ledalled the following levels of assistance to read the word

stop". 15 out 50 independent = 30%, 27 out of 50 verbal prompting

= 54%, and 8 out of 50 point prompting = 16%.

Level of Independence: 30 %

Eval

accuracy.

Emma read the word "stop" 50 out of 50 times with 100%

l'eacher's Initials:

Level of Accuracy: 100 %

	Level of Accuracy: 100 %	Level
level of Independence: 50 %		
Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.  Explain how percentages were determined.  Emma read 10 out of the 20 words independently, giving her 50% independence. She required verbal prompting for 7 out of the 20 words, giving her a verbal prompting score of 35%. She required point prompting for 3 out of the 20 words, giving her a point prompting score of 35%.	Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma read all 20 words in the story with 100% accuracy.	Evaluate the student's accuracy performant Explain how percentages were determined. Emma read all 20 words in the story with 10
8	Evaluation of Stu	
Describe the student's application of the AAGSE to the SPT in a standards-based activity:  Emma was assigned the teacher created book, The Forks Community for her weekly guided reading book. Her sight words reading program just introduced the word "in". Each page of the book started with the phrase "In the Forks Community". There were also other words that Emma had previously learned in the story (boys, fire, girls, and poison). Emma had twenty opportunities to read the 5 high frequency words. Emma needed verbal and point prompting to read the words.	Describe the student's application of the AAGSE to the SPT in a standards-based activity:  Emma was assigned the teacher created book, The Forks Community for her weekly guided reading program just introduced the word "in". Each page of the book started with the phrase "In the Forks other words that Emma had previously learned in the story (boys, fire, girls, and poison). Emma had shigh frequency words. Emma needed verbal and point prompting to read the words.	Describe the student's Emma was assigned the to program just introduced the other words that Emma has high frequency words.
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community. The students have been participating in an integrated unit focusing on the community of Forks. This unit explored the plants, animals, and people who live in Forks. Each week a short story is used for the daily read-aloud and discussion focusing on one of the above and people who live in Forks. Each week a short story is used for the read aloud, students are assigned a guided reading book at their appropriate level. These books provide additional practice for the high frequency sight words and additional information about the focus topic. Students will learn about the importance of their community. Students participate in community activities. One way they focus topic. Students will be environment is by collecting recyclable soda/water bottles.	Describe the overall Structured Performance Task (SPT) as it is embedded in your the students have been participating in an integrated unit focusing on the community of I and people who live in Forks. Each week a short story is used for the daily read-aloud and mentioned components (plants, animals and people). Along with the read aloud, students appropriate level. These books provide additional practice for the high frequency sight wo focus topic. Students will learn about the importance of their community. Students participate in supporting the environment is by collecting recyclable soda/water bottles.	Describe the overall Str. The students have been particularly who live in Formentioned components (pappropriate level. These befocus topic. Students will lead to the students will be a stronger to the students will be a stronger to the students will lead to the students will be students.
community expensions.	student's personal, classroom and community expensiones.	
<b>Description: Student applies word identification and/or decoding strategies by</b> reduing high-frequency words, including names, environmental print, and sight words, as appropriate to the high-frequency words, including names, environmental print, and sight words, as appropriate to the	<b>Description: Student applies word identification a</b> high-frequency words, including names, environmental p	AAGSE#: WID 1.7
and/or community.	cabulary	
<b>Structured Performance Task#</b> 35-4 <b>Description:</b> The student will read/experience text related to school	Content Strand:  Reading Strand: Word	Content Area:
Date: 02/06/09   Data Concession   Concessio	Grade: 4	Student: Dates, Emma

○ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Level of Independence: 60 %	level of Accuracy: 100 %
<b>Explain how percentages were determined.</b> Emma required the following assistance to read the words. 15 out of 25 she was independent = 60% independence, 7 out of 25 verbal prompting = 28%, and 3 out of 25 point prompting = 12%.	Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma read all 25 words with 100% accuracy.
Evaluation of Student's Performance	
Describe the student's application of the AAGSE to the SPT in a standards-based activity:  Emma was assigned the book WHERE PLANTS GROW for her weekly guided reading book. She has been introduced to high frequency sight words centered around the spring season and plants. Within the story, Emma was assessed on her ability to recognize and read the following words: plants, soil, weather, grow, seed and sun. There were also other words that Emma had previously been exposed to in the story (in, rock and green). There were a total of 25 opportunities to read these 9 high frequency words. Emma needed verbal and point prompting to complete the activity.	Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was assigned the book WHERE PLANTS GROW for her weekly guided reading book. She has be sight words centered around the spring season and plants. Within the story, Emma was assessed or the following words: plants, soil, weather, grow, seed and sun. There were also other words that Em to in the story (in, rock and green). There were a total of 25 opportunities to read these 9 high frequand point prompting to complete the activity.
	their plants.
	essential resources for plants to grow, and the various uses of plants. Each week, a short discussion focusing on one of the above mentioned components. Along with the read alou book at their appropriate level. These books provide additional practice for the high frequents about the focus topic. Students will learn about the steps to grow a seed. Students will plant the focus topic.
s it is embedded in your classroom/school/community: cusing on the plants. This unit explored the life cycle of plants,	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:  The students have been participating in a integrated spring unit focusing on the plants. This unit explored the life cycle of plants the students have been participating in a integrated spring unit focusing on the plants. This unit explored for the daily read-aloud a
d community experiences. *	student's personal, classroom and community experiences. *
<b>Description: Student applies word identification and/or decoding strategies by</b> reading high-frequency words, including names, environmental print, and sight words, as appropriate to the	AAGSE#: WID 1.7   Description: Student applies word identification a high-frequency words, including names, environmental p
and/or community.	Identification Skills/Vocabulary
<b>Description:</b> The student will read/experience text related to school	Content Area:   Content Strand:   Reading Strand: Word
Tack#	Student: Dates, Emma Grade: 4
Data Collection Period: 3	Crade: 4

Teacher's Initials: \_/ \_

### **RIAA Photograph Evidence** Documentation

StudentName: Dates, Emma

Teacher Initials:

Date: 04/09/09

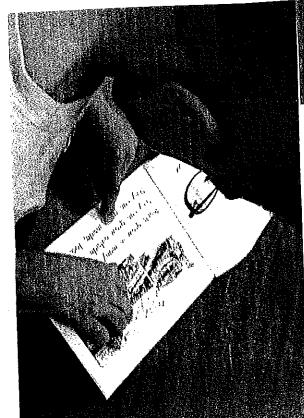
**SPT#:** 35-4

AAGSE#: WID 1.7

Describe the student's participation in applying the AAGSE:

PLANTS GROW", Emma was assessed on her ability to grow, seed, sun, rock, in and green. With verbal (7x) and Through a guided reading experience with the book "WHERE the high frequency words with 100% accuracy and 60% point (3x) prompting from a teacher Emma was able to read recognize and read the following words: plants, soil, water,





### Data Summary Sheet for Mathematics, Reading, and Writing Grade: 4

Student: Dates, Emma

V 3.5 Content Reading Area: AAGSE#: Content Strand: Skills/Vocabulary through understanding of word meanings and relationships by selecting the appropriate word to use in Description: Student shows breadth of vocabulary knowledge and demonstrates knowledge Reading Strand: Word Identification context (e.g., student uses pictures or word banks to complete sentences or storyboards). school and/or community. Description: The student will read/experience text related to Structured Performance Task#: 35-4

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	20	Collection Period 1	eriod 1		Jan Co	Collection Period 7	eriod 2 . 6, 2009		Marc	rch 16 - April 9, 20	March 16 - April 9, 2009	
	065	0 - MOA.	OCL. 6 - NOV. 17, 2000		01/16/00	01/27/00	02/06/00		03/20/09	03/20/09 03/27/09 04/08/09	)4/08/09	
Date	11/03/08	Date 11/03/08 11/10/08 11/14/08	11/14/08		01/10/09/12/10/01/10	CD//7/TD	02/00/02		00/10/02		3	
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Prompt %	8	25	30	32	20	0	30	17	10	11	0	
Prompt %	20	38	30	29	20	33	10	21	10	22	20	17
Auditory												,
Prompt %	0	12	0	4	0	0	0	0	0	0	0	0
Average %			Accuracy:	100			Accuracy:	100			Accuracy:	100
for Collection		Inde	Independence:	35		Inde	Independence:	62		Indep	Independence:	76
reliou										ļ		

Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma	Gra	Grade: 4	Date: 11/14/08	Data Collection Period: 1
Content Area:	Content Strand:		Structured Performance Task# 35-4	35-4
Reading	Reading Strand: Word		Description: The student will read/experience text related to school	/experience text related to school
1	Identification Skills/	Vocabulary	Identification Skills/Vocabulary and/or community.	1010
<b>AAGSE#:</b> ∨ 3.5	Description: Stud	ent shows l	Description: Student shows breadth of vocabulary knowledg	y knowledge and demonstrates
	knowledge throu	gh understa	knowledge through understanding of word meanings and re	ings and relationships by selecting the
	appropriate word to	use in conte	appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences	and banks to complete sentences

# Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community

or storyboards)

supplies. Emma read a school newsletter about this school supplies drive. She then completed a letter to her parents explaining the Afghanistan. The students learned about the poor conditions many children face in Afghanistan and the lack of school buildings and As a Feinstein Good Deeds program project, the students at Forks Elementary School collected school supplies for students in project and asking for school supplies.

## Describe the student's application of the AAGSE to the SPT in a standards-based activity:

sample). In order to complete this letter, Emma had to apply her knowledge of the school project based on the content of the correct word to complete each sentence. There were 10 blanks that needed to be completed with words, so data was collected on Emma selecting 10 words to use in the context of the letter. newsletter. After reading the letter and reading the word bank, Emma selected the appropriate word to use in context by choosing the After reading the newletter about this project, Emma read the letter outline to her parents along with the word bank (see work

Level of Independence: 40 %	Level of Accuracy: 100 %
Explain how percentages were determined.  Emma completed this task with 100% accuracy by placing 10 out of 10 words correctly in their sentences. These words were: supplies, school, children, erasers, tape, crayons, pencils, prizes, Wednesday and November.  Evaluate the student's independence performance on the AAGSE.  Explain how percentages were determined.  Exp	Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.  Emma completed this task with 100% accuracy by placing 10 out of 10 words correctly in their sentences. These words were: supplies, school, children, erasers, tape, crayons, pencils, prizes, Wednesday and November.
Evaluation of Student's Performance	Evaluation of Stu

November 14, 2007

This was copied and sent home to Emma parents

Dear Mom and Dad,

		•				
aud. p gestul Sprom	As part of	00 . Mai 2005-PC 24005. W	Children in Afgha	n, we are collecting sometimes from the supplies of the supplies of the supplies of the supplies to the supplies to	or	
Znle	give them Afghanist I can also We need to	an.  Win Prior provide to bring in the s	This w		le.	=100% accurac
<del>-</del>	-prizes		-tape-	children		
	supplies		crayons	pencils		
_	erasers		_November_	scissors		
	markers		_school-	-Wednesday	•	

Toacher 4

AAGSE V3.5 31

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duct or Photograph Evidence Documentation Forii is attached.

Ct. Jost Datos Emma	Grade: 4	<b>Date:</b> 02/06/09	Data Collection Period: 2
Student: Dates, Lilling			-# ST /
Content Area:	Content Strand:	Structured Performance Task# 33-4	X# 33-4
Reading	Reading Strand: Word	<b>Description:</b> The student will I	Description: The student will read/experience text related to scriool
I Codding	Indentification Skills/Vocabulary and/or community.	llary land/or community.	
			oden and domonstrates
AAGSE#: V 3.5	Description: Student sn	Description: Student snows preduction vocabulary known	NICESCALE ACTION TO THE PARTY T
	knowledge through und	knowledge through understanding of word meanings and	igs and relationships by selecting the
		a strict on a strict onto 1000 pirtings of	r word banks to complete sentences
	appropriate word to use in	appropriate word to use in context (e.g., student uses pictures of word builds or word builds	
	lor storyboards).		
		orly and popped as a second	sroom/school/community:
Describe the overall Structu	Ired Perioritidance rask (S	Describe the overall Structured Performance lask (Str.) as it is the second of the purchase hinch at the food of	to purchase lunch at the food court.
Fmma and her classmates wen	t to the Forks Mall on a field	Fmma and her classmates went to the Forks Mall on a field trip. While at the mail, Eilling needed to published which are mail,	to pulcitase tanen as are room some

purchase candy for an upcoming class party and complete a scavenger hunt. Emma read text related to this school activity: a mall map, the schedule of activities the students would be completing, and a description of the scavenger hunt.

## Describe the student's application of the AAGSE to the SPT in a standards-based activity:

scavenger hunt list. Emma was given a word bank of words to use in the sentences. The word bank contained correct words as well as do and where, such as where she would eat lunch, where she would buy candy, and where she would look for certain items on the Emma completed a written plan of what she would do at the mall, written out as sentences. Emma needed to apply the content from the mall map, schedule, and scavenger hunt description in order to complete the sentences. The sentences described what she would choosing the correct word to complete each sentence. There were 10 sentences with blanks, so data was collected on Emma selecting incorrect/distractor words. After reading the mall texts described above, Emma selected the appropriate word to use in context by 10 words to use in the context of her mall plan. Emma used this as a schedule to guide her day.

Level of Independence: 00 70	Level of Accuracy: 100 %
task.	movies, store, and bus.
words) and auditory proffipes to complete to 70 (1/10 words) or and	mail, burger Nilly, liailibulyer, carloy, liailit, coarco, coarco,
Unc iscussed grant to somplete 10% (1/10 words) of the	The bank was candy bint clothes books
lishe needed desture prompts to complete 30% of this task (3/10	$\parallel$ Fmma completed this task with 100% accuracy (10/10 words):
Emma completed this task with 60% independence (b/10 words).	Explain how percentages were determined.
Explain how percentages were determined.	Evaluate the student's accuracy performance on the AAGSE.
Evaluate the student's independence performance on the AAGSE.	
The AACCE	
Evaluation of Student's Performance	Evaluation of St

Check box if Student Product or Photograph Evidence Documentation Form is attached.

		or storyboards).	
	appropriate word to use in context (e.g., student uses pictures or word builto to compression	appropriate word to use in con	
and banks to complete sentences	knowledge through understanding of word medilings and relationship to complete sentence	knowledge through unders	
y knowledge alla deliloristiated	s breadth of vocabulary knowledges	Description: Student shows breadth of vocabulary	<b>AAGSE#:</b> V 3.5
and domonstrates	•	Tuellillandit aviia) * ocasaia;	
	and/or community.	The transfer skills Worshulary and/or community.	Reading
n/exherrence exyeteness as a minimum	Description: The student will read/expertence text to the control of the control	Reading Strand: Word	
1/ovnerience text related to school	Structured Legion manage and	Content Strand:	Content Area:
: 35-4	Cturchured Derformance Task# 35-4		Student.
Data Collection I Chicar o	Date: 03/27/09	Grade: 4	Ct. Appt.
Data Collection Deriod: 3			

newspaper is adapted by having picture symbols paired with words. The students learn about various topics and current events. This Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: Red Sox, and it is important for the students to learn about baseball in order to participate in this school activitiy and school culture. week, the newspaper was about the start of baseball season. Forks Elementary School sometimes has spirit days to support the Boston The students in Emma's class read the weekly adapted newspaper News-2-You as part of their social studies curriculum. This Emma both listens to the newspaper being read aloud and reads some of the text independently.

displayed at school. The poster was about the start of the baseball season. Emma read passages from the News-2-You paper and then appropriate word to use in context by choosing the correct words to complete each sentence. There were 6 sentences on Emma's Describe the student's application of the AAGSE to the SPT in a standards-based activity: current events poster and a total of 9 blanks. Data was collected on Emma selecting 9 words to use in the context of her current bank contained correct words as well as incorrect words. After reading the News-2-You text described above, Emma selected the used a word bank to complete sentences about the topic. She then used the sentences as part of her current events poster. The word The students apply their understanding of current events in many ways. This week, Emma created a current events poster to be

Level of Independence: 07 70	Level of Accuracy: 100 %
£7-10-00 67 %	louched and exercise.
and auditory profit be to complete the second secon	cutfolders and exercise
lineage germ to complete 77% of the task (2/9 words).	baseball, Red Sox, players, team, pitchers, catchers, inficiences,
Inappled desture prompts to complete 11% of the task (1/9 words)	Emma completed this task with 100% accounts (1) infielders
Emma completed this task with 6/% Independence (0/2 words); Six	Explain flow perceives to with 100% accuracy (9/9 words):
explain now percentages are 120' Independence (6/0 words) She	Explain how percentages were determined.
Train how percentages were determined.	Evaluate the student's accuracy performance on the Angel.
Fivaluate the student's independence performance on the AAGSE.	The AMERICAN AND AND AND AND AND AND AND AND AND A
	Evaluation of Se
E-slination of Student's Performance	

### Data Summary Sheet for Mathematics, Reading, and Writing

LT 4.1a AAGSE#:

(s) and setting.

Content Student: Dates, Emma Reading Area: Text Analysis, and Interpretation of Literary ||texts, including text read aloud by teachers or peers, reading text Reading Strand: Initial Understanding,  $\| {f Description:} \;$  The student will respond in a variety of ways to literary Content Strand: Description: Student demonstrates initial understanding of elements of literary texts (including Structured Performance Task#: 35-6 independently, or in a guided manner. Grade: 4

text read aloud, reading text independently, or in a guided manner) by identifying the main character

Date Data Type Accuracy % Independence % Levels of Assistance	Co Oct. 10/13/08 DP 100	Collection Period 1 Oct. 6 - Nov. 14, 2003 Date 10/13/08 10/30/08 11/13/08 Type DP DP SDF Cy % 100 100 100 ence % 50 50 % Average Specific	Collection Period 1 Oct. 6 - Nov. 14, 2008  /08   10/30/08   11/13/08   DP   SDF   DO   100   100   SO   50   Av	erage	Collection Period 2 Jan. 12 - Feb. 6, 2009 01/16/09 01/26/09 02/05/09 DP DP SDF 100 100 100 50 25 75	Collection Period 2 Jan. 12 - Feb. 6, 200 Jan. 12 - Feb. 6, 200 Jan. 10 SDF Jan. 100 100 25 75	Period 2 5. 6, 2009 02/05/09 SDF 100 75	erage	Co Marc 03/17/09 DP 100 66	Collection Period 3  March 16 - April 9, 20  03/17/09   03/27/09   04/09/09  DP   SDF   DP  100   100   100  66   66   75	Collection Period 3 March 16 - April 9, 2009 7/09 03/27/09 04/09/09 P SDF DP DP 100 100 0 100 75 6 66 75 Ave	3 009 Average
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Average %			Accuracy:	100			Accuracy:	100			Accuracy:	100
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Student: Dates, Emma		Grade: 4	Date: 11/13/08	Data Collection Period: 1
Content Area:	Content Strand:	<b>E</b>	Structured Performance Task# 35-6	35-6
Reading	Reading Strand: Initial	Initial	<b>Description:</b> The student will respond in a variety of ways to	ond in a variety of ways to
	Understanding, Analysis, and	nalysis, and	literary texts, including text read aloud by teachers or peers, reading	oud by teachers or peers, reading
	Interpretation of	Literary Text	Interpretation of Literary Text   text independently, or in a guided manner.	nanner.
AAGSE#: LT 4.1a	Description: St	udent demon	Description: Student demonstrates initial understanding of elements of literary texts	elements of literary texts
	(including text	read aloud, r	(including text read aloud, reading text independently, or in a guided manner) by	a guided manner) by
	identifying the main character(s) and setting.	ain character(s	) and setting.	

# Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

several books, both literary and informational, describing harvesting crops. They have identified vocabulary terms associated with the The student's keep a book journal of their reading throughout the school year. aloud and discussion to deepen the students' understanding of fall and harvest. The final story used to wrap up the unit is POSSUM'S fall, studied the plant cycle of a pumpkin and discussed animal behavior in the fall. Each week a short story is used for the daily read The students have been participating in an integrated unit focusing on the harvest season. Throughout the unit, students explored HARVEST MOON by Ann Hunter. Students will gain an understanding on how animals need to prepare for winter during the harvest.

# Describe the student's application of the AAGSE to the SPT in a standards-based activity:

season the story took place (setting). asked questions written with picture supports (Writing with Symbols) about the story's content: Who was the story about? What time within this activity. Emma was able to identify the story's characters and where Possum lived but needed assistance to identify the question, Emma was given several picture graphics to choose from (some correct and some incorrect). There were four opportunities of year does the story take place? The questions were provided orally with Boardmaker picture supports on a large felt board. For each Following a week long study of POSSUM'S HARVEST MOON, Emma needed to write about the story in her book journal. Emma was

#### **Evaluation of Student's Performance**

Evaluate the student's accuracy performance on the AAGSE.
Explain how percentages were determined.
Using the story board format, Emma was able to correctly
lidentify the main character and setting 4 out of 4 times giving
her 100% accuracy.

Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.

Emma was able to independently identify the characters & setting 2 out of 4 times giving her 50% independence. She used verbal assistance for the remaining two opportunities for 50% verbal assistance.

Level of Independence: 50 %

Teacher's Initials:

Level of Accuracy: 100 %

Check box if Student Product or Photograph Evidence Documentation Form is attached.

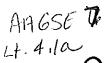
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Student: Dates, Emma	0	Grade: 4	Date: 02/05/09	Data Collection Period: 2
Content Area:	Content Strand:		Structured Performance Task# 35-6	35-6
Reading	Reading Strand: Initial		Description: The student will respond in a variety of ways to	and in a variety of ways to
	Understanding, Analysis, and		literary texts, including text read aloud by teachers or peers, reading	ud by teachers or peers, reading
	Interpretation of Literary Text		text independently, or in a guided manner.	lanner.
AAGSE#: LT 4.1a	Description: Stu	ident demons	Description: Student demonstrates initial understanding of elements of literary texts	lements of literary texts
	(including text)	read aloud, re	(including text read aloud, reading text independently, or in a guided manner) by	a guided manner) by
The state of the s	lidentifying the main character(s) and setting.	in character(s)	and setting.	1
Describe the overall Structur	ed Performance	Task (SPT) as	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:	m/school/community:
The students have been participal	ating an integrated	unit focusing c	The students have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people	the plants, animals and people
who live in the rain forest. Each	week a short story	is used for the	who live in the rain forest. Each week a short story is used for the daily read aloud and discussion focusing on one of the above	sing on one of the above
mentioned components. The fina	al story used to wra	ap up the unit is	mentioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE, Students will learn about the importance	will learn about the importance
of the rain forest on animals, per	ople and the enviro	nment. They w	of the rain forest on animals, people and the environment. They will also write about THE GREAT KAPOK TREE in their book journals.	OK TREE in their book journals.

the rain forest. Students will become advocates by collecting recyclable soda/water bottles to save acres of the rain forest. Students will chart the weather for one week for their home town and for the rainforest's town. Students will also attend a presentation from a local expert on

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

complete a story board. Following the story board activity, Emma would use these questions to write in her book journal. prompting to include the Yanomamo child as one of the main characters within the story. There were a total of four opportunities to picture graphics to choose from (some correct and some incorrect). Emma glued her answers on her story board. Emma needed verba story? (Rain forest) Who was in the story? (Man, rain forest animals, Yanomamo boy). For each question, Emma was given several was asked to answer questions written with picture supports about the story's main characters and setting: What was the setting of the Following a week long study of the THE GREAT KAPOK TREE, Emma was asked to complete a story board comprehension activity. She

Evaluation of Stu	Evaluation of Student's Performance
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma identifies the story's main characters and setting with 100% accuracy.	Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.  Emma was able to independently identify the main characters and setting 3 out of 4 times giving her 75% independence. 1 out 4 times she required verbal assistance.
Level of Accuracy: 100 %	Level of Independence: 75 %
Teacher's Initials: (C	



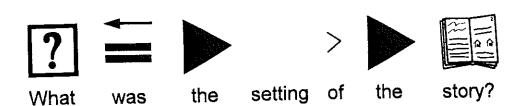
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Emma Dates

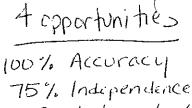
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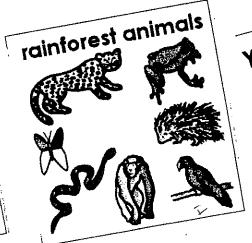
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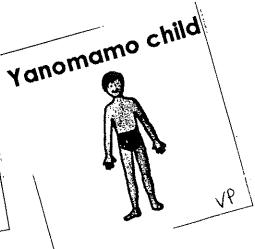


story?

Teacher: LL







 $\square$  Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:		Grade: 4	Date: 03/27/09	Data Collection Period: 3
Content Area:	Content Strand:	RR	Structured Performance Task# 35-6	35-6
Reading	Reading Strand: Initial	[nitial	<b>Description:</b> The student will respond in a variety of ways to	and in a variety of ways to
	Understanding, Analysis, and	nalysis, and	literary texts, including text read alo	text read aloud by teachers or peers, reading
	Interpretation of Literary Text		text independently, or in a guided manner.	anner.
AAGSE#: LT 4.1a	Description: St	udent demons	Description: Student demonstrates initial understanding of elements of literary texts	lements of literary texts
	(including text	read aloud, re	(including text read aloud, reading text independently, or in a guided manner) by	a guided manner) by
Treatment	dentifying the main character(s) and setting.	ain character(s)	and setting.	711
Describe the overall Structur	ed Performance	Task (SPT) as	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:	m/school/community:
The students have been participate	ating in an integraf	ted unit focusin	The students have been participating in an integrated unit focusing on plants. This unit explored the life cycle of plants, essential	e cycle of plants, essential
resources for plants to grow, and	the various uses	of plants, Each	resources for plants to grow, and the various uses of plants. Each week a short story is used for the daily read aloud and discussion	aily read aloud and discussion
Ifocusing on one of the above me	ntioned componer	ate (life cycle re	lfor sing on one of the above mentioned components (life cycle resources needed and uses). THE EMPTY DOT by Charlotte Domi is	OTV DOT No Oraniata Dami is

||rocusing on one of the above mentioned components (life cycle, resources needed and uses). THE EMPTY POT by Charlotte Demits of their plants. Upon completion of the story, students will write about the story in their book journals. used to introduce the unit. Students will learn about the steps to grow a seed. Students will plant their own seeds and chart the growth

characters but needed verbal prompting to identify the setting of the story. Emma used this information to help her write about the story THE EMPTY POT in her book journal. choose from. There were three opportunities within this activity. Emma was able to identify Ping and the emperor as the main place?(China) Who was the story about? (Ping and the emperor). For each question, Emma was given several picture graphics to Emma was asked questions written with picture supports about the story's main characters and setting. Where does the story take Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Evaluation of Stu	Evaluation of Student's Performance
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.  Emma was able to identify the main characters and setting with 100% accuracy (3/3).	Explain how percentages were determined.  Emma was independent 2 out 3 times, giving her 66% independence. She required verbal prompting 1/3 times or 34% of the time.
Level of Accuracy: 100 %	Level of Independence: 66 %
Teacher's Initials: <u>{</u>	THE PRODUCTION OF THE PROPERTY

#### Data Summary Sheet for Mathematics, Reading, and Writing Grade: 4

Student: Emma Dates

Collection Period 3			
		Story (e.g., tile beglinning, madric, and or	
	/or end of a story).	lateration widdle and	4.3
7	sendently, or in a guidea mainer,	text read aloud, reading text indep	AAGOE#.
retelling the key events in a	Description: Student delibristiates in a guided manner) by retelling the key events in a	Description: Student delilolisticates	A A D D E # :
of literary texts (including	s initial understanding of elements of		
		lext	
	llindenendently, or in a guided manner.		Reading
-	ווכאנא, וווכועטוווש וכאר וכמם מוספם של בשביי	Analysis, and Interpretation of Literary	Al Ca.
ners or peers, reading text	"Including text read aloud by teachers or peers, reading text	INCOUNTS OF THE PROPERTY OF TH	יבסי
III a vance, or response many	Deading Strand: Initial Understanding,    Description: The Student will respond in a variety of the student	llpasding Strand: Initial Understanding,	Content
in a variety of ways to literary	The attract will specific	Collegie origin.	)
	Structured Performance Lask#: 55-0	Contont Chrond.	
	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -		

200	201 y (c.g.) and 200		,						)		- L	
	c <sub>o</sub>	Collection Period 1	Period 1		ja C	Collection Period 2 an. 12 - Feb. 6, 200	Collection Period 2		Marc	rch 16 - April 9, 20	March 16 - April 9, 2009	
	OCt	O - NOV.	OCT. 6 - NOV. 14, 2000		121				00/10/00/	00/00/00	04/07/00	
Date	Date 10/10/08 10/27/08 11/13/08	10/27/08	11/13/08		01/15/09	01/15/09 01/22/09 02/05/09	02/05/09		03/19/09	03/19/09/03/30/09/07/07/03	07/0//02	
Data Type	<b>G</b>	dd dd	SDF		무	무	SDF		무	SDF	5	
Data Type	2	7			100	100	100		100	100	100	
Accuracy %	100	100	100		100	UUL	OOT		100	100		
Independence	20	50	66		50	60	66		60	34	75	
l ovale of							ΔV	Average			Ave	Average
Assistance												;
Prompt %	20	0	0	7	0	20	34	18	20	33	0	18
Prompt %	60	50	34	48	50	20	0	23	20	33	25	26
Verbal	•	>				O	0	0	0	0	0	0
Prompt %	U	C	0	C							A COLUMN TO	100
Average %			Accuracy:	100			Accuracy:	100			Accuracy:	001
for Collection		Inde	Independence:	45		Inde	Independence:	59		Inde	Independence:	56
							ļ					

Check box if Student Product or Photograph Evidence Documentation Form is attached.

Description: Student demonstrates initial understanding of elements of literary texts	Description: Student demonstrates initial understanding of elements of literary texts	otion: Student demor	Descri	AAGSE#: LT 4.3
S - I		Educit of Fiscial 1 . See	Tilleibig	
d manner.	Text independently, or in a guided manner.	station of literary Text	Totoro	
literary texts, including text read aloud by teachers or peers, reading	literary texts, including text read	I Inderstanding, Analysis, and	Inderst	Neading
spond in a variety of ways to	<b>Description:</b> The student will respond in a variety of ways w	Reading Strand: Initial	Reading	Position
(# 55-0	Structured Performance lask# 55-0	Content Strand:	Conten	Content Area:
# JT 0				Student Dates, Limita
Data Collection Period: 1	Date: 11/13/08	Grade: 4		Ct. dost Dates Emma

aloud and discussion to deepen the students understanding of fall and harvest. The final story used to wrap up the unit is POSSUM'S |fall, studied the plant cycle of a pumpkin and discussed animal behavior in the fall. Each week a short story is used for the daily read several books, both literary and informational, describing harvesting crops. They have identified vocabulary terms associated with the The students have been participating in an integrated unit focusing on the harvest season. Throughout the unit, students explored Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: HARVEST MOON by Ann Hunter. Students will gain an understanding on how animals need to prepare for winter during the harvest.

the key events in a story (e.g., the beginning, middle, and/or end of a story).

(including text read aloud, reading text independently, or in a guided manner) by retelling

# Describe the student's application of the AAGSE to the SPT in a standards-based activity:

story to a peer from another class who had not read the book. Data was taken on Emma's ability to retell the 3 key items in the story. friends prepare for the winter, animals at party enjoying harvest feast). Emma was asked to select the picture that showed the Following a week long study of POSSUM'S HARVEST MOON, Emma was asked to order the beginning, middle and end of the story. She was given three distinct illustrations from the story. (Possum asking friends to come to his party, Possum alone at his party while his beginning of the story and paste it in the first column to identify the beginning and middle of the story. Emma then verbally retold the

	LCACI O' MCCAI ACA 100 10
Level of Independence: 66 %	lovel of Accuracy: 100 %
the story, 1 out of 3 components or 34% verbal assistance.	components of the story 3 out of 3 unles with 100% accuracy.
(66% independence) and required verbal prompting retell the end of	Emma was able to retell the beginning, middle and end
Emma independently retold the 2 of the 3 components of the story	Explain how percentages were determined.
Explain how percentages were determined.	Evaluate the student's accuracy performance on the AAGSE.
Evaluate the student's independence performance on the AAGSE.	
Evaluation of Student's Performance	Evaluation of St

Check box if Student Product or Photograph Evidence Documentation Form is attached.

Dr. Lorenzo	Grade: 4	Date: 02/05/09	Data Collection Period: 2
Student: Dates, Lilling			
Content Area:	Content Strand:	Structured Performance Task# 35-6	35-6
	Reading Strand: Initial	<b>Description:</b> The student will respond in a variety of ways to	ond in a variety of ways to
	Understanding, Analysis, and	literary texts, including text read aloud by teachers or peers, reading	oud by teachers or peers, reading
	~	text independently, or in a guided manner.	manner.
AAGSE#: LT 4.3	Description: Student demon	Description: Student demonstrates initial understanding of elements of literary texts	elements of literary texts
	(including text read aloud, r	(including text read aloud, reading text independently, or in a guided manner) by receiving	a guided manner) by retelling
	the key events in a story (e.g., t	the key events in a story (e.g., the beginning, middle, and/or end of a story).	a story).
Describe the overall Structur	ed Performance Task (SPT) a	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:	om/school/community:
The students have been participal	ating an integrated unit focusing	The shidents have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people	the plants, animals and people
who live in the rain forest Each	week a short story is used for the	who live in the rain forest. Each week a short story is used for the daily read aloud and discussion focusing on one of the above	using on one of the above
Wild live iii die lain lorcos Each	al story used to wrap up the unit	montioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE. Students will learn about the importance	ts will learn about the importance
of the rain forest on animals ne	onle and the environment, Stude	of the rain forest on animals, neonle and the environment. Students will become advocates by collecting recyclable soda/water bottles	ing recyclable soda/water bottles

Students will also attend a presentation from a local expert on the rain forest. to save acres of the rain forest. Students will chart the weather for one week for their home town and for the rainforest's town. of the rain forest on animals, people and the environment. Su

illustrations from the story (man chopping tree, animals talking to man as he slept, man walking out of the forest). Emma was asked to story. Emma then verbally retold the story to a peer from another class. Data was taken on the Emma retelling the 3 beginning middle Emma was asked to order the beginning, middle and end of the story THE GREAT KAPOK TREE. She was given three distinct and end of the story. select the picture that showed the beginning of the story and paste it in the first column to identify the beginning and middle of the Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Level of Independence: 66 %	Level of Accuracy: 100 %
Explain how percentages were determined. Emma was able to retell the beginning and middle of the story for 66% independence (2 out of 3 components). She required point prompting to tell the end of the story (1 out of 3 components or 34% point assistance).	Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.  Emma retold the story (beginning, middle and end) to a peer with 100% accuracy.
Evaluation of Student's Performance	Evaluation of St

#### RIAA Photograph Evidence Documentation

StudentName: Dates, Emma

Teacher Initials:

Date: 02/05/09

**SPT#:** 35-6

AAGSE#: LT 4.3

#### Describe the student's participation in applying the AAGSE:

Emma was asked to order the beginning, middle and end of the story THE GREAT KAPOK TREE. She was given three distinct illustrations from the story (man chopping tree, animals talking to man as he slept, man walking out of the forest). Emma was asked to select the picture that showed the beginning of the story and paste it in the first column to identify the beginning and middle of the story. Emma then verbally retold the story a peer. Emma was able to retell the beginning and middle of the story for 66% independence (2 out of 3 components). She required point prompting to tell the end of the story (1 out of 3 components or 34% point assistance).



 $\square$  Check box if Student Product or Photograph Evidence Documentation Form is attached.

		Data Collection Period: 3
Student: Dates, Emma	Grade: 4	
Content Area:		Structured Performance lask# 35-6
Reading	Understanding, Analysis, and	literary texts, including text read aloud by teachers or peers, reading
	Interpretation of Literary Text	text independently, or in a guided manner.
AAGSE#: LT 4.3	Description: Student demons	Description: Student demonstrates initial understanding of elements of literary texts
7000	(including text read aloud, re	(including text read aloud, reading text independently, or in a guided manner) by retelling
	the key events in a story (e.g., the	the key events in a story (e.g., the beginning, middle, and/or end of a swiy).
Describe the overall Structur	ed Performance Task (SPT) as	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:
The students have been participate	ating in an integrated unit rocusing	The students have been participating in an integrated unit focusing on the plants. This unit explored the daily read aloud and discussion
resources for plants to grow, and	d the various uses of plants. Each	resources for plants to grow, and the various uses of plants. Each week a short surf is used to the components (life cycle resources needed and uses). THE EMPTY POT by Charlotte Demi is
lused to introduce the unit. Stude	ents will learn about the steps to g	nsed to introduce the unit. Students will learn about the steps to grow a seed. Students will plant their own seeds and chart the growth
of their plants.		
Describe the student's application	cation of the AAGSE to the SP	Describe the student's application of the AAGSE to the SPT in a standards-based activity:
Emma was asked to order the ki	ey events of the story into this in	Emma was asked to order the key events of the story line event and pind as the new emperor). Emma was asked to select the picture
(Emperor passing out seeds, Pin	ignation in the planted seeds an	(Emperor passing out seeds, Fing tending to the planted seeds and ting to the heginning and middle and end of the story.
that showed the beginning of th	that showed the beginning of the story and paste it in the lifst coluinities identify the story and paste it in the lifst coluinities identify the story and paste it in the lifst coluinities in its second	dillico delen are peganing and inverse and and a
Emma then had to retell the sto	Emma then had to retell the story to a peer froil allouisi classiconii	Il dilutici ciassiconi.
		Evaluate the student's independence performance on the AAGSE.
	y performance on the AAGSE.	Explain how percentages were determined.
Explain how percentages were determined.	determined.	Emma independently retold the beginning of the story to a peer, airlying her an independence score of 34% or 1 out of 3 components.
times	times	She required verbal prompting to tell the middle of the story (33%)
GIII C.J.		and point prompting to tell the end of the story (33%).
Level of Ac	Level of Accuracy: 100 %	Level of Independence: 34 %

#### Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content	Content Strand:	Structured Performance Task#: 04-1
Area:	Writing Strand: Structures of	<b>Description:</b> The student will write in response to activities
Writing	Language/Writing Conventions	within their school environment.
AAGSE#:	Description: Student demonstrates command of the structure	mand of the structures of sentences, paragraphs, and
SL 1.4	text by expressing an idea with written language (symbols, letters,	lage (symbols, letters, words, sentences).

Period Period	Average %	Prompt %	Prompt % Verbal	Prompt % Point	Levels of Assistance	Independence %	Accui	Dat		
ECHOIL	%	%	%	%	of 1ce	ndence %	Accuracy %	Data Type	Date	
		0	40	0		60	100	SDF	<b>Date</b> 10/10/08 10/27/08 11/13/08	Oct.
Indep	1	0	60	0		40	100	DP	10/27/08	Collection Period 1 Oct. 6 - Nov. 14, 2008
Independence:	Accuracy:	0	50	0	Αv	50	100	DP	11/13/08	eriod 1 14, 2008
50	100	0	50	0	Average					
The state of the s		0	40	10	THAT THAT THE THE THAT THE THE THE THE THE THE THE THE THE TH	50	100	DP	01/16/09 01/27/09 02/06/09	Со Jan
Indep	,	0	30	0	** ALL VALUE ALL	70	100	DP	01/27/09	Collection Period 2 Jan. 12 - Feb. 6, 200
Independence:	Accuracy:	0	50	0	Av	50	100	SDF	02/06/09	Period 2 ). 6, 2009
57	100	0	40	ω	Average					
		0	40	0	:	60	100	DP	03/18/09	Cc Marc
Indep		0	40	0	1	60	100	DP	03/18/09 04/01/09 04/09/09	Collection Period 3 rch 16 - April 9, 20
Independence:	Accuracy:	0	15	10	Av	75	100	SDF	04/09/09	Collection Period 3 March 16 - April 9, 2009
65	100	0	32	ω	Average					9

 $\square$ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Distriction Common	Grade: 4 Date: 10/10/08	0/10/08 Data Collection Period: 1
Student: Dates, Emma		
	Content Strand: Structu	Structured Performance Task# 04-1
It Aled:	uctures of	<b>Description:</b> The student will write in response to activities within
Sell in the sell of the sell o	S	nool environment.
		and of the charge of centences, paragraphs,
AAGSE#: SI 1.4	Description: Student demonstrates collillation of the	Collination of the attraction of the state o
	and text by expressing an idea with writ	and text by expressing an idea with written language (symbols, letters, words, selliclices).
		- Community:
		SCHOOL/COILLINGING

that is given to the students by the local YMCA. Students are required to describe themselves, their family and some of their personal Students in the 4th grade are developing an "All About Me" writing piece. This writing piece follows a character education presentation Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/sc

aloud, Emma dictated her responses to the teacher. The teacher compiled a selection of Boardmaker graphics that supported the Emma wrote about five aspects of her life. After a teacher read sentence starters written with picture supports (Writing With Symbols) the sentences. (My name is Emma Dates). I am (nine) years old. My birthday is (February 17), 1997. I have (two brothers). I like to complete the statements. Emma was offered graphics that correctly answer the sentences and graphics that had no correlation to information that Emma dictated. Emma was required to write her information by gluing the correct graphics next to sentences starter opportunities (sentences to complete)in this activity. Describe the student's application of the AAGSE to the SPT in a standards-based activity: (designing new rooms). After writing the piece, Emma shared her "All About Me" with her peers in the 4th grade. There were five

Level of Independence: 60 %	level of Accuracy: 100 %
five sentences 40%).	sentences with 100% accuracy.
for 60% independence. She required verbal assistance for two out of	Emma was able to write (using pictures) five out of five
Emma was able to write three sentences out of five independency	Explain how percentages were determined.
Explain how percentages were determined.	Evaluate the student's accuracy performance on the AAGSE.
Evaluate the student's independence performance on the AAGSE.	
	Evaluación o
Explication of Student's Performance	Explication of St

Student: Dates, Emma	Grade: 4	Date: 02/06/09	Data Collection Period: 2
Content Area:		Structured Performance Task# 04-1	04-1
Writing	ructures of	<b>Description:</b> The student will write in response to activities within	in response to activities within
, i	ડ	their school environment.	
AAGSE#: SL 1.4	Description: Student demonstrates command of the	trates command of the structure	he structures of sentences, paragraphs,
	and text by expressing an idea	and text by expressing an idea with written language (symbols, letters, words, sentences).	ers, words, sentences).
Describe the overall Structur	ed Performance Task (SPT) as	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:	m/school/community:
The students complete a journal	entry three times a week as part		le studelles white about their
weekend activities. On Wednesc	weekend activities. On Wednesday, the students summarize a group activity co-led by the		IDEALIGIT ALLA CIASSI OOTI CACIEL OI LINAS,
the students write about an activity they enjoyed that week	vity they enjoyed that week.		
Describe the student's appli	cation of the AAGSE to the SPI	Describe the student's application of the AAGSE to the SPI in a standards-based activity.	costono etartere written in
Emma was required to complete	a journal entry about a group act	Emma was required to complete a journal entry about a group activity. Emma's Journal entry contains sentence searchs without the	sellelice scallers without the
pictures. Emma dictated her res	ponses to the teacher. The teacher	pictures. Emma dictated her responses to the teacher. The teacher complied a selection of boardinated her responses to the teacher. The teacher complied a selection of boardinated her responses to sentences started	nhics next to sentences starter
information that Emma dictated	, Emilia was required to write her	information that Emma dictated. Effilia was required to write rich information that Emma dictated, Effilia was required to write rich information that Emma dictated, Effilia was required to write rich information that Emma dictated that had no correlation	raphics that had no correlation to
to complete the statements. Em	ma was offered graphics that corre	to complete the statements. Emma was offered graphics that correctly complete the sellectives and graphics that its controlled the sellectives and graphics that it is controlled to the sellective that it is controlled to the se	red with magnets). Two things
the sentences. She completed t	ne following sentences: On Monda	the sentences. She completed the following sentences: On Monday, we flad (Faulous) gloup, we (Played Wild Illiagrican): Internal the sentences.	Ca widi iliagiica).
we used were (water and magn	we used were (water and magnets). The best part was (using the magnet in the water).	magnet in the water).	
	Evaluation of Stu	Evaluation of Student's Performance	
Evaluate the student's accuracy performance on the AAGSE.	y performance on the AAGSE.	Evaluate the student's independence performance on the AAGSE.	ice performance on the AAGSE.
Explain how percentages were determined.	determined.	Explain how percentages were determined.	ermined.
There was a total of 4 sentences that Emma needed to Write	s that Emma needed to write.		out of 4 sentences (50%) and
She was able to answer the que	She was able to answer the questions and complete her Journal	used verbal prompting to complete	to complete 2 out of the 4 sentences (50%).
1   1   1   1   1   1   1   1   1			

Teacher's Initials: (\)\_\_\_\_

entry with 100% accuracy.

Level of Accuracy: 100 %

Level of Independence: 50 %

Name

Emma Dates

Date

2/4/0

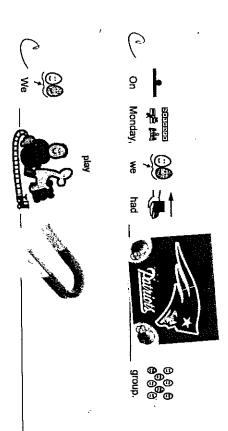
Date 3/6/09

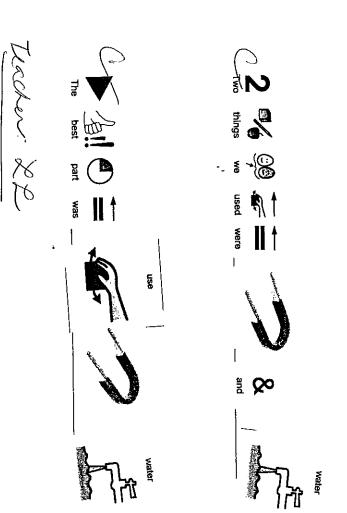
entry about a Strap activity (Magnets). Ste used graphic images to express their ideas.

100% accuracy
50% Independent

1 Independent

2 × Verbal prompts





Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:	Grade: 4	Date: 04/09/09	Data Collection Period: 3
Content Area:	Content Strand:	Structured Performance Task# 04-1	04-1
Writing	Writing Strand: Structures of	<b>Description:</b> The student will write in response to activities within	e in response to activities within
,	Language/Writing Conventions   their school environment.	their school environment.	
AAGSE#: SL 1.4	Description: Student demon	Description: Student demonstrates command of the structures of sentences, paragraphs,	es of sentences, paragraphs,
	and text by expressing an idea	and text by expressing an idea with written language (symbols, letters, words, sentences)	ters, words, sentences).
Describe the overall Structur	ed Performance Task (SPT)	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:	om/school/community:
The Fork's Elementary school ha	d a presentation by a local author	The Fork's Elementary school had a presentation by a local author who wrote children's stories, the author spent time talking to the	uthor spent time talking to the
student's about how she develop	os a piece of writing into a story.	student's about how she develops a piece of writing into a story. She also read one of her story's to the students. During this time of	ne students. During this time of

year, the 4th grade curriculum has the students exploring children' literature. Following an examination of what structural components share their stories with a kindergarten class in the school community. make up a good children's story, the students are required to write and illustrate a children's book. Upon completion, the students will

# Describe the student's application of the AAGSE to the SPT in a standards-based activity:

supports (Writing with Symbols) identifying by name the polygon, describing that many triangles can make a specific polygon, and Emma wrote and illustrated a book about shapes. For each shape, Emma completed twenty sentences starters written with picture statements. Emma was offered graphics that correctly answer the sentences and graphics that had no correlation to the sentences dictated. Emma was required to write her information by gluing the correct graphics next to sentences starter to complete the what the shape looks like in her everyday environment. The teacher read the sentence starters aloud and Emma dictated her responses to the teacher. The teacher compiled a selection of Boardmaker graphics that supported the information that Emma

Level of Independence: 75 %	Level of Accuracy: 100 %
Explain how percentages were determined.  Emma completed 15 of the sentences independently (75%), required verbal prompting for 3 sentences (15%) and point prompts to complete 2 sentences (10%).	Evaluate the student's accuracy performance on the AAGSE.  Explain how percentages were determined.  Emma completed the 20 sentences with 100% accuracy.
Evaluate the student's independence performance on the AAGSE.	
Evaluation of Student's Performance	Evaluation of St

#### Data Summary Sheet for Mathematics, Reading, and Writing Grade: 4

Student: Dates, Emma

Content	Content Strand:	Structured Performance Task#: 04-1
Area:	Writing Strand: Structures of	<b>Description:</b> The student will write in response to activities
Writing	Language/Writing Conventions	within their school environment.
AAGSE#:	Description: In independent writing, stu	Description: In independent writing, student demonstrates command of appropriate English
WC 9.1b	conventions by spelling his/her own first and last name, using corre	d last name, using correct capitalization.

	0ct CC	Collection Period 1 ct. 6 - Nov. 14, 200	Collection Period 1 Oct. 6 - Nov. 14, 2008	•	Сс Jan	Collection Period 2 Jan. 12 - Feb. 6, 20	Period 2 5. 6, 2009		Co Marc	Collection Period 3 March 16 - April 9, 2009	eriod 3 ril 9, 200	9
Date	10/10/08	10/10/08 10/22/08 11/13/08	11/13/08		01/16/09 01/26/09 02/05/09	01/26/09	02/05/09		03/17/09	03/17/09 04/01/09 04/09/09	04/09/09	
Data Type	SDF	DР	DP		DР	DP	SDF		DР	DP	SDF	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	44	38	44		50	50	56		63	69	56	
Levels of Assistance			Αv	Average			Αv	verage			Av	Average
Prompt % Point	22	31	25	26	25	25	22	24	12	12	33	19
Prompt % Verbal	34	31	31	32	25	25	22	24	25	19	11	18
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average %			Accuracy:	100			Accuracy:	100		,	Accuracy:	100
Period		Indep	Independence:	42		Indep	Independence:	52		Indep	Independence:	ස

 $\square$  Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma	Grade: 4	Date: 10/10/08   Data Collection Feriod: 1
Content Area:	Content Strand:	Structured Performance Task# 04-1
Writing	Writing Strand: Structures of	<b>Description:</b> The student will write in response to activities within
8	∀ಜ	their school environment.
AAGSE#: WC 9.1b	Description: In independent writing, student dem	
	Enalish conventions by spelling his/her own first and	ig his/her own first and last name, using correct capitalization.
Doscribe the overall Structur	ed Performance Task (SPT) as	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:
As part of the 4th grade curricul	ım, students are developing an "/	As part of the 4th grade curriculum, students are developing an "All About Me" writing piece. Students are required to describe
themselves, their family and some of their personal interests	le of their personal interests.	
Describe the student's applic	ation of the AAGSE to the SPT	Describe the student's application of the AAGSE to the SPT in a standards-based activity:
Emma wrote about five aspects	of her life. After completing ner	Emma wrote about five aspects of her life. After completing ner All About the , Limita was required to the nasted her completed name
piece. She used a computer with	piece. She used a computer with an adaptive keyboard (large capitol letters) to type her	(D) letters) to type liet lialite. One area person
on the writing piece. There were	on the writing piece. There were 9 opportunities (letters in her name).	me),
	Evaluation of Stu	Evaluation of Student's Performance
		Evaluate the student's independence performance on the AAGSE.
Evaluate the student's accuracy performance on the AAGSE.	performance on the AAGSE.	Explain how percentages were determined.
Evaluate the student's accuracy	determined.	Emma was able to write 4 of the letters of her name independently
Explain now perceitages were accommission	0% accuracy	(44%). She required point prompt for 2 (22%) of the letters and
Emma spelled fiel fidifie with 100% accuracy	ט זי מכנמו מכץ.	verbal prompts for 3 (33%) of the letters.
Level of Ac	level of Accuracy: 100 %	Level of Independence: 44 %

 $\square$  Check box if Student Product or Photograph Evidence Documentation Form is attached.

		The second secon	The state of the s
Student: Dates, Emma	Grade: 4	<b>Date:</b> 02/05/09	Data Collection Period: 2
Content Area:	Content Strand:	Structured Performance Task# 04-1	# 04-1
Writing	Writing Strand: Structures of		ite in response to activities within
	Language/Writing Conventions	<u> </u>	
AAGSE#: WC 9.1b	Description: In independent writing, student dem		onstrates command of appropriate
	English conventions by spelling his/her own first and		last name, using correct capitalization.
Describe the overall Structur	ed Performance Task (SPT	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:	oom/school/community:
The students complete a journal	entry three times a week as p	The students complete a journal entry three times a week as part of their daily routine. On Monday, the students write about their	the students write about their
weekend activities. On Wednesda	ay, the students summarize a	weekend activities. On Wednesday, the students summarize a group activity by the librarian and classroom teacher. On Friday, the	ssroom teacher. On Friday, the
students write about an activity they enjoyed that week	hey enjoyed that week.	TRANSPORTED TO THE PROPERTY OF	,
Describe the student's applic	ation of the AAGSE to the	Describe the student's application of the AAGSE to the SPT in a standards-based activity:	•
Emma was required to complete	a journal entry about a group	Emma was required to complete a journal entry about a group activity. After completing her journal, Emma was required to sign her	Emma was required to sign her
name on the writing piece. There were 9 opportunities for Emma to write her name corre	were 9 opportunities for Emi	ma to write her name correctly,(letters	ctly,(letters of her name).
10010	Evaluation of	Evaluation of Student's Performance	The second secon
Evaluate the student's accuracy performance on the AAGSE.	performance on the AAGSE.	Evaluate the student's Explain how percentag	independence performance on the AAGSE. es were determined.
Emma was able to write her name with 100% accuracy spelling	e with 100% accuracy spelling	$_{pg} \mid Emma$ was independent with 5 out of the 9 letters of her name	t of the 9 letters of her name
her name using the 9 out of 9 letters in her name.	ters in her name.		assistance in the following ways: verbal
יוני ומווייני מטוויט מורי טי טמר טו טי ריפ		prompting 2 out of 9 (22%)and point prompting 2 out 9 (22%)	oint prompting 2 out 9 (22%).
Level of Accuracy: 100 %	<b>iracy:</b> 100 %	Level of Indep	Level of Independence: 56 %
Teacher's Initials: (	7,1000	The state of the s	THE PROPERTY OF THE PROPERTY O

Emma Dates

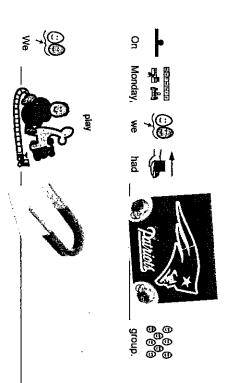
Date Feb. 5, 2005

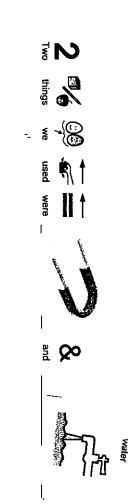
Date: 2/5/08

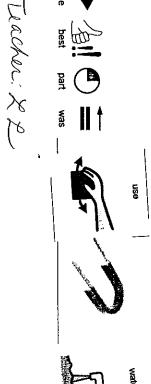
and sign her work. a group activity. SHE used an to write a journal entry about

a: Verbal prompts 9 apportunities ax Full Verbal modeling

100% accuracy so % Independence







Teacher XX

Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:	Grade: 4	Date: 04/09/09	Data Collection Period: 3
Content Area:	Content Strand:	Structured Performance Tas	nce Task# 04-1
Writing	Writing Strand: Structures of		<b>Description:</b> The student will write in response to activities within
	Language/Writing Conventions		1 103AOAAAAAAAAAA
AAGSE#: WC 9.1b	Description: In indeper	Description: In independent writing, student demonstrat	onstrates command of appropriate
	<b>English conventions by</b>	English conventions by spelling his/her own first and last nam	last name, using correct capitalization.
Describe the overall Structur	ed Performance Task (S	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:	sroom/school/community:
As part of the 4th grade curriculu	ım, students are exploring	As part of the 4th grade curriculum, students are exploring children' literature. Following an examination of what structural components	nation of what structural components
make up a good children's story,	the students are required :	make up a good children's story, the students are required to write and illustrate a children's book. Upon completion, the students will	. Upon completion, the students will
share their stories with a kindergarten class in the school community.	arten class in the school co	ommunity.	- And Andrews (1977)
Describe the student's applic	ation of the AAGSE to the	Describe the student's application of the AAGSE to the SPT in a standards-based activity:	ty:
$\parallel$ Emma wrote and illustrated a children's book about shapes. After completing her shape b	ildren's book about shapes.	. After completing her shape book, Emi	ook, Emma was required to sign her name on
the author page. She used a computer with an adaptive keyboard to type her name. She	nputer with an adaptive key		then pasted her completed name on the
writing piece. She has nine letters in her name that she had to correctly order to spell her	s in her name that she hac	to correctly order to spell her name.	
	Evaluation	Evaluation of Student's Performance	
to the state of th		Evaluate the student's indeper	independence performance on the AAGSE.
Evaluate the childent's accuracy	novement on the AACS	Explain how percentages were determined.	determined.
Evaluate the student's accuracy performance on the AAGSE.	performance on the AAGS	Emma was independer	It with 5 out of the 9 letters of her name

Teacher's Initials: \_\_\_\_(\_\

Level of Accuracy: 100 %

(11%).

Level of Independence: 56 %

Emma was independent with 5 out of the 9 letters of her name (56%). Emma required assistance in the following ways: verbal prompting 3 out of 9 (33%)times and point prompting 1 out of 9

Emma spelled the nine letters of name with 100% accuracy.

Explain how percentages were determined.

#### Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Writing Area: Content LT 2.1b AAGSE#: Content Strand: of plots, ideas, and concepts by retelling and/or summarizing the text. Description: Writing in response to literary or informational text, student shows understanding Writing Strand: Response to Literary or Informational Text Structured Performance Task#: 04-2 Description: The student will develop a writing piece in response to a <u>literary text</u>. Grade: 4

	Oct Cc	Collection Period 1 ct. 6 - Nov. 14, 200	Collection Period 1 Oct. 6 - Nov. 14, 2008		Cc Jan	Collection Period 2 an. 12 - Feb. 6, 200	Collection Period 2 Jan. 12 - Feb. 6, 2009		Co Marc	Collection Period 3 rch 16 - April 9, 20	Collection Period 3 March 16 - April 9, 2009	9
Date	10/13/08	Date 10/13/08 10/30/08 11/13/08	11/13/08		01/15/09	01/15/09 01/26/09 02/06/09	02/06/09		03/17/09	03/17/09 03/27/09 04/09/09	04/09/09	
Data Type	DP.	DP	SDF		P	DP	SDF		DP	SDF	DP	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	40	50	50		50	50	67		60	75	60	
Levels of Assistance			Av	Average			Αν	verage			Avı	Average
Prompt % Point	0	0	0	0	0	0	0	0	0	0	0	0
Prompt % Verbal	09	50	50	53	50	50	33	44	40	25	40	35
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average %			Accuracy:	100			Accuracy:	100			Accuracy: 100	100
for Collection Period		Indep	Independence:	47		Indep	Independence:	56		Indep	Independence:	65

 $\square$  Check box if Student Product or Photograph Evidence Documentation Form is attached.

			- Control of the Cont	
Student: Dates, Emma	G	Grade: 4	Date: 11/13/08	Data Collection Period: 1
Content Area:	Content Strand:		Structured Performance Task# 04-2	04-2
Writing	Writing Strand: Response to		<b>Description:</b> The student will develop a writing piece in response to	elop a writing piece in response to
1	Literary or Informational Text   a literary text	ational Text	a literary text.	and the state of t
AAGSE#: LT 2.1b	Description: Wri	iting in respo	Description: Writing in response to literary or informational text, student shows	text, student shows
	understanding o	of plots, idea:	understanding of plots, ideas, and concepts by retelling and/or summarizing the text.	r summarizing the text.

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in an integrated unit focusing on the harvest season. Throughout the unit, students explored

aloud and discussion to deepen the students understanding of fall and harvest. The final story used to wrap up the unit is POSSUM'S fall, studied the plant cycle of a pumpkin and discussed animal behavior in the fall. Each week a short story is used for the daily read several books, both literary and informational, describing harvesting crops. They have identified vocabulary terms associated with the HARVEST MOON by Ann Hunter. Students will gain an understanding on how animals need to prepare for winter during the harvest.

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

compete the summary. sequenced and glued the graphic sentences in order to develop a summary of the story. There was a total of 6 opportunities to sentences written in graphic images (Writing with Symbols): Possum wanted a party, Possum asked his friends to come. His friends Emma completed a story summary after several readings on the book POSSUM'S HARVEST MOON by Ann Hunter. She was given six were busy getting ready for winter. Possum was sad. His friends finished their work. His friends surprised Possum at the party. Emma

Level of Independence: 50 %	Level of Accuracy: 100 %
Explain how percentages were determined. Emma required the following levels of assistance to complete the summary. She was independent in 3 out of 6 sentences (50%), and needed verbal assistance for 3 out of 6 sentences(50%).	Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma was able to complete her story summary with 100% accuracy (6 out of 6 sentences).
Evaluation of Student's Performance	Evaluation of St

Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 02/06/09	Data Collection Period: 2
Content Area:	Content Strand:		Structured Performance Task# 04-2	: 04-2
Writing	Writing Strand: Response to	sponse to	<b>Description:</b> The student will dev	<b>Description:</b> The student will develop a writing piece in response to
Ų	Literary or Informational Text   a literary text.	mational Text	a <u>literary text.</u>	
<b>AAGSE#:</b> 1 T 2.1b	Description: W	/riting in respo	Description: Writing in response to literary or informational text, student shows	text, student shows
3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	understanding	j of plots, idea	understanding of plots, ideas, and concepts by retelling and/or summarizing the text.	or summarizing the text.

of the rain forest on animals, people and the environment. Students will become advocates by collecting recyclable soda/water bottles Students will also attend a presentation from a local expert on the rain forest. who live in the rain forest. Each week a short story is used for the daily read-aloud and discussion focusing on one of the above Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: to save acres of the rain forest. Students will chart the weather for one week for their home town and for the rainforest's town. mentioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE. Students will learn about the importance The students have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

participated by gluing the following graphic sentence strips in order: Man began chopping the Kapok tree. Man became tired and fell makes oxygen and its roots stop the soil from being washed away. Man wakes up and sees all the rainforest animals and child. Man asleep. Rainforest animals whispered in man's ear not to chop down the Kapok tree. The tree is the animals' home, it makes food, it sentences in order to develop a summary of the story. The sentences were illustrated using words and Mayer Johnson graphics. Emma Emma completed a story summary after several readings of the book, THE GREAT KAPOK TREE. Emma sequenced and glued graphic puts down the ax and walks out of the rainforest. There was a total of six opportunities to summarize the story.

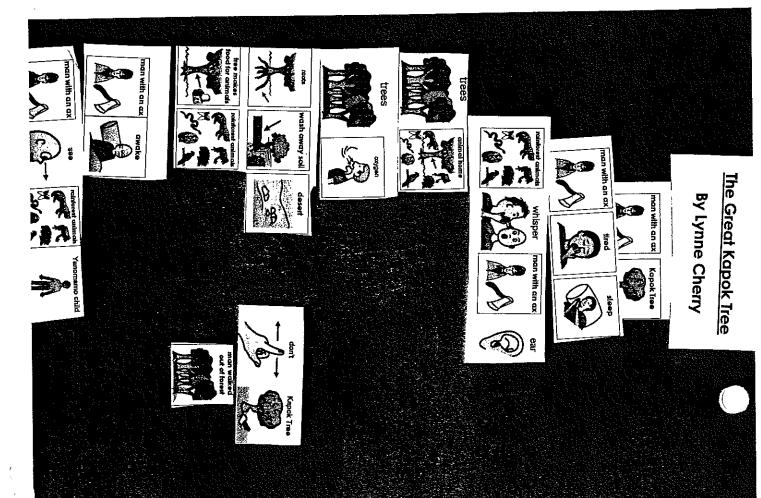
Level of Independence: 67 %	level of Accuracy: 100 %
land used verbal prompting for 2 sentences,33%.	ordered 6 out of 6 sentences correctly.
Emma completed her story summary with 100% accuracy. Emma Emma independently summarized the story using 4 sentences, 6/%	Emma completed her story summary with 100% accuracy. Emma
Explain how percentages were determined.	Explain how percentages were determined.
Evaluate the student's independence performance on the AAGSE.	Evaluate the student's accuracy performance on the AAGSE.
Evaluation of Student's Performance	Evaluation of Stu

Date: 2/6/08

Emma sequenced and glued graphic sentences in order to create a summary of the breat kapok Tree.

Le opportunities
100% accuracy
67% accuracy
4x Independence
4x Independent
2x Verbal prompting

Teacher: XX



 $\square$  Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:	6	Grade: 4	<b>Date:</b> 03/27/09	Data Collection Period: 3
Content Area:	Content Strand:	70	Structured Performance Task# 04-2	· 04-2
Writing	Writing Strand: Response to		<b>Description:</b> The student will develop a writing piece in response to	elop a writing piece in response to
	Literary or Informational Text		a <u>literary text.</u>	
AAGSE#: LT 2.1b	Description: Wri	ting in respon	Description: Writing in response to literary or informational text, student shows	text, student shows
	understanding c	of plots, ideas,	understanding of plots, ideas, and concepts by retelling and/or summarizing the text	r summarizing the text.
Describe the overall Structured Performance Task (SPT) as it is embedded in yo	ed Performance	Task (SPT) as	it is embedded in your classro	ur classroom/school/community:
The students have been participating in an integrated spring unit focusing on plants. This	ting in an integrate	ed spring unit fo	ocusing on plants. This unit explore	unit explored the life cycle of plants, essential
resources for plants to grow, and the various uses of plants. Each week, a short story is u	the various uses of	of plants. Each v	week, a short story is used for the	sed for the daily read-aloud and discussion
focusing on one of the above mentioned components. THE EMPTY POT by Charlotte Demi	ntioned componen	ts. THE EMPTY	POT by Charlotte Demi is used to i	is used to introduce the unit. Students will
Describe the student's application of the AAGSE to the SDT in a standards-base	ation of the AAG	SE to the SPT	Describe the student's application of the AAGSE to the SDT in a standards-based activity:	
Emma completed a story summary after several readings on the book THE EMPTY POT by	y after several rea	dings on the bo	ok THE EMPTY POT by Charlotte [	Charlotte Demi. She was given sentences
written in graphic images (writing	with symbols): Er	nperor wants to	written in graphic images (writing with symbols): Emperor wants to find a child to become the new emperor. Emperor gives all children	mperor. Emperor gives all children
a seed to plant. Ping takes good	care of his seed. Pi	ing's seed does	a seed to plant. Ping takes good care of his seed. Ping's seed does not grow. Other children bring big plant to show Emperor. Ping	plant to show Emperor. Ping
brings the Emperor his empty pot	. Emperor is happ	y because Ping	brings the Emperor his empty pot. Emperor is happy because Ping was honest. Ping becomes the new emperor. There was a total of 6	v emperor. There was a total of 6
opportunities to compete the sum	mary. The senten	ces are illustrate	opportunities to compete the summary. The sentences are illustrated using words and Mayer Johnson graphics. Emma sequenced and	າ graphics. Emma sequenced and
glued the graphic sentences in order to develop a summary of the story. There were 8 op	der to develop a s	ummary of the s	story. There were 8 opportunities v	portunities within this activity.
	Eva	luation of Stuc	Evaluation of Student's Performance	
Evaluate the student's accuracy performance on the AAGSE.	performance on t		Evaluate the student's independence perfo	independence performance on the AAGSE.
Explain now percentages were determined	etermined.		Emma was able to independently put 6 out of the 8 sentences in	out 6 out of the 8 sentences in
accuracy.	A o seriferioces win		place for the summary giving her 75% i verhal prompting for 2 of the sentences	giving her 75% independence. She required of the sentences.
Level of Accuracy: 100 %	racy: 100 %		Level of Indep	Level of Independence: 75 %
		L	- учет	AND ADDRESS OF THE PROPERTY OF

#### Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma Grade: 4

Content	Content Strand:	Structured Performance Task#: 04-2
Area:	Writing Strand: Response to Literary or	<b>Description:</b> The student will develop a writing piece in
Writing	Informational Text	response to a literary text.
AAGSE#:	Description: Writing in response to literary or informational	ry or informational text, student makes and supports
LT 3.3	analytical judgments about text by describing content, events, c	bing content, events, characters, settings.

	Oct C	Collection Period 1 ct. 6 - Nov. 14, 200	Collection Period 1 Oct. 6 - Nov. 14, 2008		Jan	Collection Period 2 an. 12 - Feb. 6, 200	Collection Period 2 Jan. 12 - Feb. 6, 2009		Marc	Collection Period 3 rch 16 - April 9, 20	Collection Period 3 March 16 - April 9, 2009	9
Date	<b>Date</b> 10/13/08 10/17/08 11/13/08	10/17/08	11/13/08		01/21/09	01/21/09 01/28/09 02/02/09	02/02/09	1	04/03/09	04/03/09 04/06/09 04/09/09	04/09/09	
Data Type	DP	SDF	DP		SDF	DР	DP		SDF	DР	РP	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	33	50	33		50	50	58		67	83	78	
Levels of Assistance			Αv	Average			Av	Average			Av	Average
Prompt % S Auditory	22	25	33	27	17	33	25	25	33	0	22	18
Prompt % M Auditory	45	25	34	35	33	0	17	17	0	17	0	6
Prompt % Visual	0	0	0	0	0	17	0	6	0	0	0	0
Average %			Accuracy:	100			Accuracy:	100			Accuracy:	100
Period		Indep	Independence:	39		Indep	Independence:	53		Indep	Independence:	76

Check box if Student Product or Photograph Evidence Documentation Form is attached.

The company of the co				THE THREE TH
Student: Dates, Emma		Grade: 4	Date: 10/17/08	Data Collection Period: 1
Content Area:	Content Strand:	d:	Structured Performance Task# 04-2	04-2
Writing	Writing Strand: Response to	Response to	Description: The student will develop a writing piece in response to	elop a writing piece in response to
100	Literary or Informational Text   a literary text.	mational Text	a literary text.	
AAGSE#: LT 3.3	Description: W	riting in respo	Description: Writing in response to literary or informational text, student makes and	text, student makes and
	supports analy	tical judgmen	supports analytical judgments about text by describing content, events, characters, settings.	nt, events, characters, settings.

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

a writing piece (book report) in response to Harry Potter. related to this book, including creating a poster, writing a letter, and writing entries in her literature response journal. Emma developed version of this book. Emma both listened to the book read aloud and read passages independently. She completed various activities The student's in Emma's class read the book HARRY POTTER AND THE CHAMBER OF SECRETS. They used a Writing with Symbols

# Describe the student's application of the AAGSE to the SPT in a standards-based activity:

to describe content, events, characters and settings. Data was collected on Emma's accuracy in her responses to the eight sentences of Emma completed a book report on about HARRY POTTER AND THE CHAMBER OF SECRETS. She needed to complete sentence starters the book report that describes these story elements (see annotated work sample).

#### Evaluation of Student's Performance

Evaluate the student's independence performance on the AAGSE.

#### Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 100% accuracy (8/8 description)

Emma completed this task with 100% accuracy (8/8 descriptions of content: events, characters, and settings - 2 descriptions of a character, 3 descriptions of a setting and 3 descriptions of an event.

Explain how percentages were determined.

Emma completed this task with 50% independence (4/8: 1 description of a character, 1 description of a setting, 2 descriptions of an event). Emma needed a single auditory prompt for 25% of the task (2/8 descriptions: 1 description of the setting, and 1 description of an event). Emma needed multiple auditory prompts for 25% of the task (2/8 descriptions - 1 description of a character and 1 description of the setting).

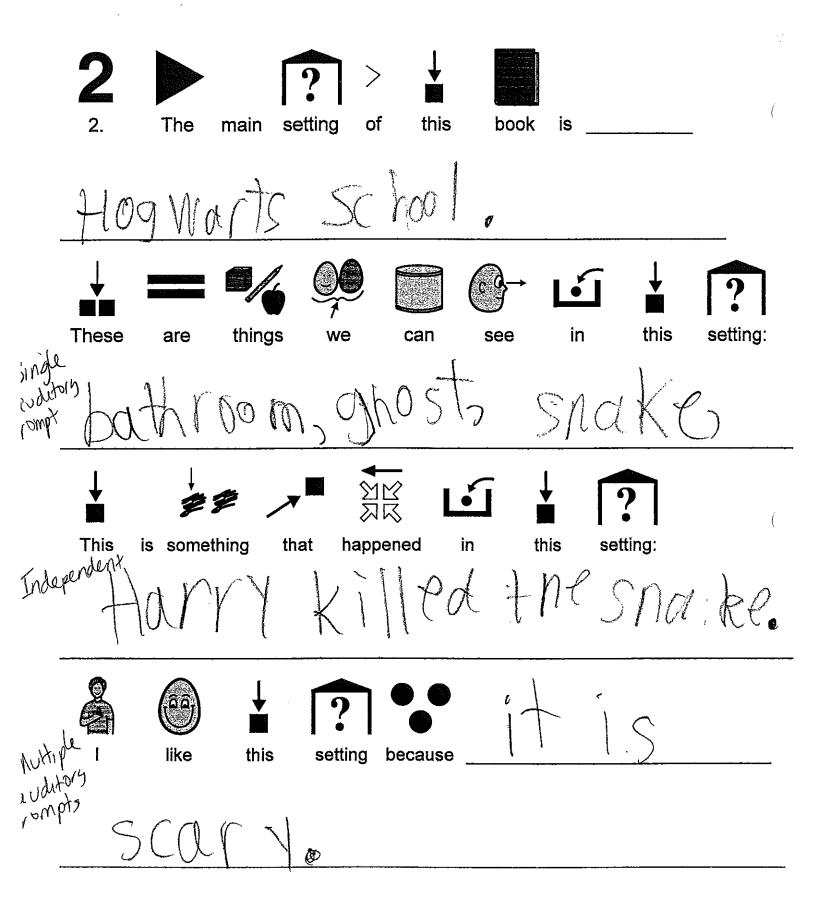
Level of Independence: 50 %

Teacher's Initials: XX

Level of Accuracy: 100 %

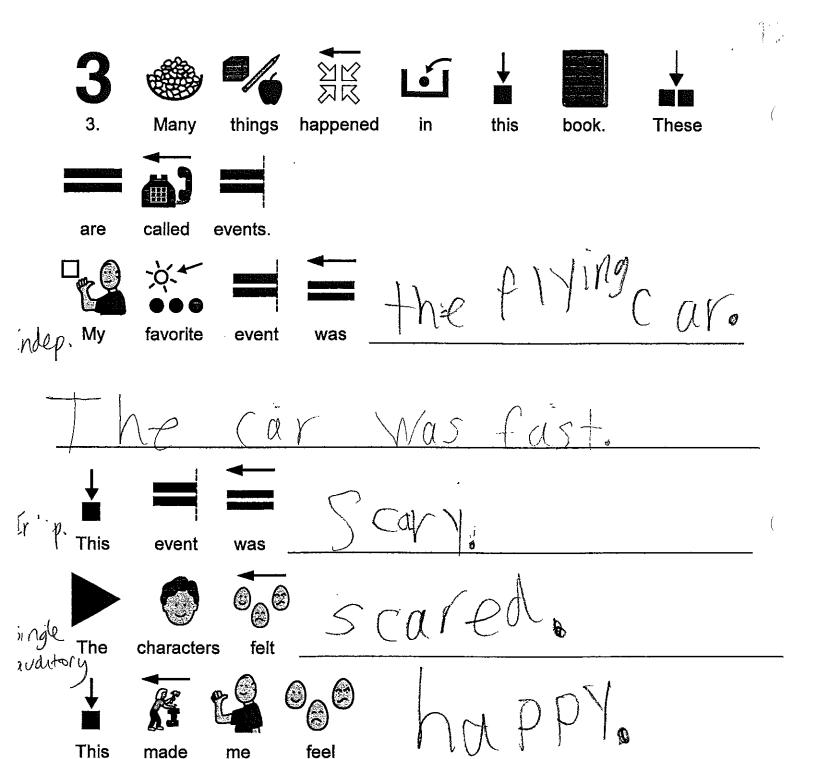
work sample is 3 pages Emma Dates #18/11/07 Date: Name: **Book** Report favorite character is Independent like character because this this: like character looks prompts

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Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 01/21/09	Data Collection Period: 2
Content Area:	Content Strand:	d:	Structured Performance Task# 04-2	04-2
Writing	Writing Strand: Response to	Response to	Description: The student will develop a writing piece in response to	lop a writing piece in response to
T CONTRACTOR I I I I I I I I I I I I I I I I I I I	Literary or Informational Text   a literary text.	mational Text	a <u>literary text</u> .	
AAGSE#: LT 3.3	Description: W	/riting in respo	Description: Writing in response to literary or informational text, student makes and	text, student makes and
	supports analy	tical judgmen	supports analytical judgments about text by describing content, events, characters, settings.	t, events, characters, settings.
Describe the overall Structu	red Performance	e Task (SPT) a	Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:	m/school/community;

emma both listened to the book read aloud and read passages independently. She completed various activities related to this book, The sudent's in Emma's class read the book, THE CRICKET IN TIMES SQUARE. They used a Writing with Symbols version of this book. including creating a poster, writing a letter, and writing entries in her literature response journal. Emma developed a writing piece

# Describe the student's application of the AAGSE to the SPT in a standards-based activity:

(book report)in response to THE CRICKET IN TIMES SQUARE.

Emma completed sentence starters requiring her to describe content, events, characters, and settings. Data was collected her ability to Emma made a presentation to her class during a THE CRICKET IN TIMES SQUARE read aloud lesson. To prepare for this presentation, make accurate descriptions in 6 sentences about the book. Emma made the presentation by reading these sentences aloud.

ate the student's accuracy performance on the AAGSE.	T PROMINGS.	Evaluation of Stu	
Explain how percentages were determined.	Evaluate the student's independence performance on the AAGSE.	Evaluation of Student's Performance	

and 2 descriptions of an event - Chinatown shopping). of content: events, characters, and settings - 2 descriptions of a character - Chester, 2 descriptions of a setting - New York City, Emma completed this task with 100% accuracy (6/6 descriptions Explain how percentages were determined.

Evaluate the student's accuracy performance on the AAGSE.

setting). auditory prompts for 33% of the task (2/6 descriptions of the descriptions: 1 description of a character). Emma needed multiple of story content: 1 description of a character and 2 of an event. Emma needed a single auditory prompt for 17% of the task (1/6 Emma completed this task with 50% Independence (3/6 descriptions Level of Independence: 50 %

Teacher's Initials:

Level of Accuracy: 100 %

Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:		Grade: 4	Date: 04/03/09	Data Collection Period: 3
Content Area:	Content Strand:		Structured Performance Task# 04-2	04-2
Writing	Writing Strand: Response to		<b>Description:</b> The student will develop a writing piece in response to	elop a writing piece in response to
1000-1000-1000-1000-100-100-100-100-100	Literary or Informational Text a literary text.	national Text	a <u>literary text</u> .	
AAGSE#: LT 3.3	Description: W	riting in respo	Description: Writing in response to literary or informational text, student makes and	text, student makes and
	supports analy	tical judgmen	supports analytical judgments about text by describing content, events, characters, settings.	t, events, characters, settings.

a book they have been reading. Emma developed a writing piece (a letter to her peers) in response to ROBIN HOOD. club. Four times a year they write letters to their 4th grade peers from North Forks Elementary school. In their letter, they write about to the book read aloud and read passages independently. She completed various activities related to this book, including creating a Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: poster, writing a letter, and writing entries in her literature response journal. Emma's 4th grade class participates in a literature pen pa The sudent's in Emma's class read the book, ROBIN HOOD. They used a Writing with Symbols version of this book. Emma both listened

# Describe the student's application of the AAGSE to the SPT in a standards-based activity:

School 4th grade. collected on her ability to make accurate descriptions on 6 sentences about the book. The letter was sent to North Forks Elementary ROBIN HOOD. Emma completed the sentence starter requiring her to describe content events, characters and settings. Data was Emma composed her letter to her pen pal using Writing with Symbols sentence starters. Her letter described elements of the book,

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	Level of Accuracy: 100 %	
Emr of st setti pror char	Explain how percentages were determined.  Emma completed this task with 100% accuracy (6/6 descriptions of content: events, characters, and settings - 2 descriptions of a character - Robin Hood, 2 descriptions of a setting - the forest, and 2 descriptions of an event - the archery contest).	
2		

racter).

Level of Independence: 67 %

**Explain how percentages were determined.**Emma completed this task with 67% independence (4/6 descriptions of story content: 2 descriptions of a character, 1 description of setting and 1 description of an event. Emma needed single auditory prompts for 33% of the task (2/6 descriptions - 1 description of a

#### Least to Most Assistance

#### Data Summary Sheet for Science Inquiry Construct

Student: \_ Emma Grade: 4

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Data	Collection Period	Average % for	Physical Prompt %	<u>Visual</u> Prompt %	<b>Auditory Prompt %</b>	Levels of Assistance	Independence %	Accuracy %	Data Type	Date				Science
Data Type Key:	Independence:	Accuracy:	0	25	10		65	100	DP	10/9	0 _	Domain: ESS AAGSE# ESS Describe rock their physical	Description: Student will d science invest planning, con	Structu
y:	ndence:	:	0	40	10		50	100	DP	10/13 10/15	Collection Period 1 Oct. 6- Nov. 14, 2008	Domain: ESS AAGSE# ESS1.1.2 Describe rocks and minerals using their physical properties.	<b>Description:</b> Student will demonstrate the Inquir science investigation, which include planning, conducting and analyzing.	Structured Performance Task # 04-5
DP= Data Point	66	100	0	0	17		83	100	SDF	10/15	n Period ov. 14, 2	d minerals	nstrate th on, which ing and a	ormance
a Point			0	22	12	Average					ป 1 008	susing	<b>Description:</b> Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.	
	Independence:	Accuracy:	0	30	35		35	100	DР	1/12	ر	Domain: PS AAGSE# PS3.2.1a Identify objects th attracted to magn	onstruct wi serving/qu	Ġ
SDF=Sti	dence:	y:	0	25	25		50	100	DP	1/14	Collectic an, 12 –	Domain: PS AAGSE# PS3.2.1a Identify objects that attracted to magnets	thin a estioning,	
udent Do	56	100	0	0	17		83	100	SDF	1/19	Collection Period 2 Jan. 12 – Feb. 6, 2009	are or a	Follo devic	Inqu
SDF=Student Documentation Form		:	0	20	26	Average					12 009	re not	Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data.	
า Form	Independence:	Accuracy:	0	15	10		75	100	DP	3/17	Ma	Domain: LS AAGSE# LS1.2.1 Describe the thir order to grow ar	s, using ed y as appro tive or qua	Inquiry Construct Description:
	dence:	y:	0	10	10		08	100	ДP	3/24	Collectic arch 16 –	Domain: LS AAGSE# LS1.2.1 Describe the things that pl order to grow and survive	quipment opriate, for intitative d	ription:
	79	100	0	0	17		83	100	SDF	4/7	Collection Period 3 March 16 – April 9, 2009	Domain: LS AAGSE# LS1.2.1 Describe the things that plants need in order to grow and survive.	or measure collecting lata.	
			0	8	12	Average					2009	ts need in	ement and/or	

#### Student Documentation Form for Science Inquiry Construct Check box if Student Product or Photo Evidence Documentation form is attached.

Teacher Initials	Level of Accuracy 100 %	Evaluate the student's accuracy performance on the Inquiry Construct. Explain how percentages were determined.  Emma accurately followed procedures and recorded her data for all 6 rocks and minerals giving her an accuracy score of 100%.	Ev	During the conducting part of the investigation, Emma was evaluated on how well she followed procedures (a scratch test) to test the hardness/softness of each rock and mineral and record her data. Emma was given five rocks and one mineral to test and describe. Data was taken on her ability to follow the procedures (test the rock for hardness/softness and record her data).	The 4th grade is working on a unit on the exploration of rocks and minerals. The students used magnifying glasses to explore various rocks, minerals and other objects. The students participated in the science investigation as follows:  OBSERVE/QUESTION: Looked at different rocks and developed a hypothesis: "Most rocks are hard";  PLAN: Selected one physical property (hardness/softness) to test, and prepared the recording sheets needed in this experiment;  CONDUCT: Tested rocks and minerals for hardness/softness using a scratch test and recorded the data;  ANALYZE: Reviewed the data to see if the hypothesis was correct.	Describe the four components of the SPT/science investigation (observe/question, plembedded in the instruction of the AAGSE:	<b>Description:</b> Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.	Science Domain: LS (ESS) PS Structured Performance Task (SPT)# 04-5	Student Name: Emma G
		h <b>e Inquiry</b> ned. :a for all 6 rocks	aluation of Stu	Inquiry Const evaluated on how en five rocks and her data).	cks and minerals. stigation as follow eloped a hypothe to test, and prep ss using a scratcl correct.	investigation (		0) 7	Grade: 4
-	Level of Independence	Evaluate the studinquiry Construct. Emma needed audito one rock and was indindependence score of	Evaluation of Student's Performance	truct within the scient with the scient with the followed proof one mineral to test and	ws:	(observe/question, p	WITHIN AAGSE # ESS1.1.2 using their physical properties.	Inquiry Construct Description: CONDUCTING Follow procedures, using equipment or measurement appropriate, for collecting and/or recording qualitative	Date: 10/15
	lence <u>83</u>	ent's independ Explain how Many prompts to for dependent in four of 83%.		nce investigati cedures (a scrato d describe. Data	gnifying glasses t ard"; ats needed in this data;	lan, conduct, a		scription: COI g equipment or m g and/or recordin	Data Collection Period:
	3%	Evaluate the student's independence performance on the Inquiry Construct. Explain how percentages were determined. Emma needed auditory prompts to follow procedures in testing/recording one rock and was independent in four rocks and one mineral giving her an independence score of 83%.		nce investigation: edures (a scratch test) to test the hardness/softness of describe. Data was taken on her ability to follow the	o explore various rocks, minerals and experiment;	lan, conduct, and analyze) as they are	<b>Description:</b> Describe rocks and minerals	Inquiry Construct Description: CONDUCTING Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data.	on Period: 1_X 2 3

#### Inquiry Construct ☑ Check box if Student Product or Photo Evidence Documentation form is attached. **Student Documentation Form for Science**

Teacher Initials/_	Level of Accuracy 100%	Emma was assessed on her ability to follow procedures. She accurately used the wand to test six out of six objects correctly for an accuracy score of 100%.	Evaluate the student's accuracy performance on the Inquiry Construct. Explain how percentages were determined.		During the conducting part of the investigation, Emma was evaluated on how well she followed procedures to test each of her six objects and record her data.	Describe the student's application of the assessed Inquiry Construct within the scien	<b>CONDUCT:</b> Students followed procedures to test the objects and record their data on a recording sheet <b>ANALYZE:</b> Students discussed their common findings ("what objects attracted?").	<b>PLAN:</b> To answer this research question the students identified objects of different materials to test and gathered the objects.	The 4th grade is working on a unit on the exploration of magnets. The students used magnet wands to test the magnetism of different objects. The students participated in the science investigation as follows:  ORSEDVE (OURSETTON: Students developed the recent question "What objects attract or stick to magnet 2"	Describe the four components of the SPT/science investigation (observe/question, pembedded in the instruction of the AAGSE:	<b>Description:</b> Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.	Science Domain: LS ESS (PS) Structured Performance Task (SPT)# 04-5	Student Name: Emma
	***************************************	She accurately an accuracy score	n the Inquiry mined.	Evaluation of St	was evaluated on ho	sed Inquiry Cons	bjects and record th what objects attract	dentified objects of	f magnets. The studows:	ce investigation	nstruct within a ning, planning,		Grade: 4
	Level of Independence	Emma independently needed auditory pror 83%.	Evaluate the stude Inquiry Construct.	Evaluation of Student's Performance	w well she followed prod	struct within the scie	eir data on a recording s ted?").	different materials to test	lents used magnet wand	(observe/question, p	WITHIN AAGSE # PS3 not attracted to magnets.	Inquiry Construct De Follow procedures, using appropriate, for collectin	Date: 1/19
	lence 83 %	Emma independently followed procedures for five of the six objects. Emma needed auditory prompting to test one of six objects. Her independence was 83%.	Evaluate the student's independence performance on the Inquiry Construct. Explain how percentages were determined.		cedures to test each of her six objects and record her	nce investigation:	sheet	t and gathered the objects.	s to test the magnetism of different objects. The	lan, conduct, and analyze) as they are	WITHIN AAGSE # $\underline{PS3.2.1a}$ Description: Identify objects that are or are not attracted to magnets.	Inquiry Construct Description: CONDUCTING Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data.	Data Collection Period: 12X3

#### **RIAA Photo Evidence Documentation**





Accuracy= 10000

Independence=5 83%

Prompt Levels

Auditory= $\frac{1 = 17.50}{6}$ 

Visual=\_\_\_\_

Physical=\_\_\_\_

Explain the student's participation in applying the AAGSE:

Emma is shown following the procedure to test her objects. In this picture Emma is using magnet wand to test the magnetism of her objects. She recorded her findings on her data table.

Student Name Emma

Date 1/19

SPT <u>04-5</u>

AAGSE PS 3.2.1a

Teacher: <u>u</u>

#### Student Documentation Form for Science Inquiry Construct

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Teacher Initials	Level of Accuracy 100 %	Evaluate the student's accuracy performance on the Inquiry Construct. Explain how percentages were determined.  Emma accurately followed procedures in six of six steps. Her accuracy was 100%.		Describe the student's application of the assessed Inquiry Construct within the science investigation:  This assessment focused on the conducting part of the unit - following planting procedures, including using pots, trowels, soil and seeds, and recording the results of the data. Each student planted six seeds in different pots that were filled with soil. Three plants were given water and light. The other three were not. Emma recorded her procedures by checking each of the six steps as she completed them.	<b>CONDUCT:</b> Students planted 6 seeds and labeled the plants with light/no light and water/no water. <b>ANALYZE:</b> Students talked about their observations and described the things that plants needed to	<b>OBSERVE/QUESTION:</b> Students read a book about seeds and plants, and developed the research question "What do plants need to grow?" <b>PLAN:</b> Students looked at different types of seeds and chose the seeds they wanted to grow; The students identified locations for their plants that matched the light/no light conditions.	The 4th grade is working on a unit about plants – including the things plants need to grow and survive. The students participated in the science investigation as follows:	Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:	<b>Description:</b> Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.	Science Domain: (LS) ESS PS Structured Performance Task (SPT)# 04-5	Student Name: Emma
		n the Inquiry rmined. . Her accuracy was	Evaluation of Stud	sed Inquiry Construnit - following plantin fferent pots that were of the six steps as she	plants with light/no light described the things	eeds and plants, and d chose the seeds they v	ding the things plants i	າce investigation (o	9	in Fo	Grade: 4 Da
	Level of Independence	Evaluate the student's independence Inquiry Construct. Explain how percent Emma independently followed procedures for an auditory prompt for one of the six steps	Evaluation of Student's Performance	scier cludir hree	nt and water/no water. that plants needed to	leveloped the research wanted to grow; The st	need to grow and survi	bserve/question, pl	WITHIN AAGSE # LS 1.2.1 D	quiry Construct De- illow procedures, using propriate, for collecting	Date: 4/7
	ence 83 %	Evaluate the student's independence performance on the Inquiry Construct. Explain how percentages were determined. Emma independently followed procedures for five of six steps. She needed an auditory prompt for one of the six steps.		nce investigation:  In g using pots, trowels, soil and seeds, and recording the plants were given water and light. The other three were	. They recorded their findings twice a week. grow.	question "What do plants need to grow?" students identified locations for their plants	ve. The students participated in the	an, conduct, and analyze) as	1.2.1 <b>Description:</b> Describe the things that plants nd survive.	Inquiry Construct Description: CONDUCTING Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data.	Data Collection Period: 1_
		ance on the ere determined. x steps. She needed		ds, and recording the The other three were	ce a week.	o grow?" eir plants that	he science	s they are	he things that plants	ices accurately as quantitative data.	2 3_X

#### Data Summary Sheet for Science Knowledge Entry

Student:
Emma
Grade:
de: 4

	Average % for Collection Period	Independence %	Accuracy %	Data Type	Date				Science	
Independence:	Accuracy:	100	60	DP	10/9	0.0	Domain: ESS AAGSE# ESS1.1.2 Describe rocks and physical properties	<b>Description</b> within a sci	Structure	
ence: 100	75	100	75	DP	10/13	Collection Period 1 Oct. 6- Nov. 14, 2008	SS SS1.1.2 scks and minoperties.	on: Student ence investig questioning,	ed Perform	
		100	90	SDF	10/16	Period 1 . 14, 2008	Domain: ESS AAGSE# ESS1.1.2 Describe rocks and minerals using their physical properties.	<b>Description:</b> Student will demonstrate the within a science investigation, which includes observing/questioning, planning, conducting	Structured Performance Task # 04-5	
							heir	trate the nincludes inducting	# 04-5	
Independence:	Accuracy:	100	50	DP	1/12	Co Jan	Domain: PS AAGSE# PS3.2.1a Identify objects that are or attracted to magnets.	<b>Description:</b> Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.		
ce: 100	43	100	30	DP	1/14	Collection Peri Jan. 12 – Feb. 6	2.1a ts that are nagnets.		Inquiry	
		100	50	SDF	1/18	eriod 2 . 6, 2009	accurately as appropriate, for collecting and/or recording qualitative or quantitative data.  Domain: LS AAGSE# LS1.2.1  AAGSE# conditions that plants that plants need in order to grow and sur		y Constru	
								s, using ropriate, ntitative	15. Tor	
Independence:	Accuracy:	100	75	DP	3/17	Co Marc	Domain: LS AAGSE# LS1.2.1 Describe the thir need in order to	equipment , for collect data.	Construct: CONDUCTING	
		100	80	DP	3/24	Collection Period 3 arch 16 – April 9, 20	LS LS1.2.1 the things rder to gr	or measuting and/o	ING	
100	85	100	100	SDF	4/6	Collection Period 3 March 16 – April 9, 2009	Domain: LS AAGSE# LS1.2.1 Describe the things that plants need in order to grow and survive.	Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data.		
		ŏ	ŏ	Ĭ	6	od 3 , 2009	plants id survive.	nt devices vrding		

Data Type Key:

DP= Data Point

Average % across all three collection periods

Accuracy:

68

Independence: 100

SDF=Student Documentation Form

#### Student Documentation Form for Science Knowledge Entry Student Product or Photo Evidence Documentation for

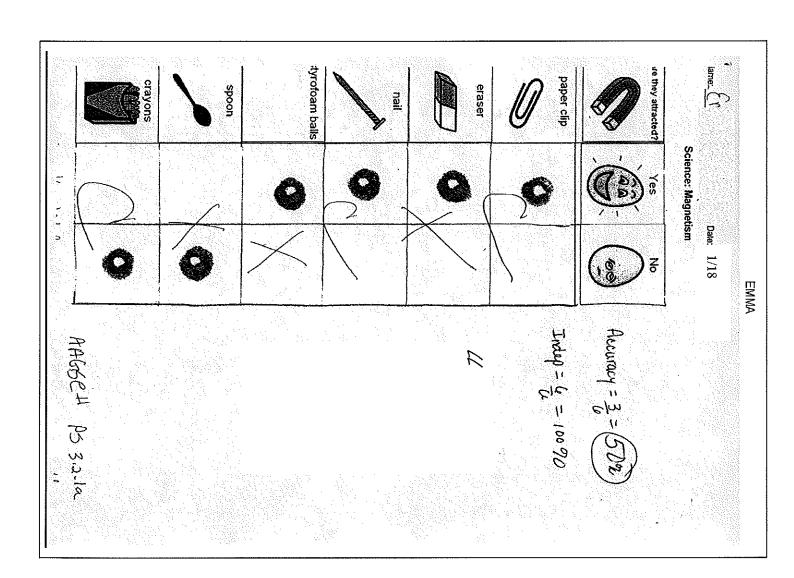
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Student Name: Emma	Grade: 4	Date: 10/16	Data Collection Period: 1_X 2 3
Science Domain: LS (ESS) PS		AAGSE # <u>ESS1.1.2</u>	7.00.00
Structured Performance Task (SPT)#: 04-5		Dosorintion: Dosoribo	roots and minarale reing that physical proportion
<b>Description:</b> Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.	ш	<b>Description.</b> Describe	iocks aid illineiais using tileli þriysicai þroþerties.
Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are	ce investigation	(observe/question, p	lan, conduct, and analyze) as they are
The 4th grade is working on a unit on the exploration of rocks and minerals. The students used mag other objects. The students participated in the science investigation as follows:	rocks and minerals	. The students used mag ws:	nifying glasses to explore various rocks, minerals and
OBSERVE/QUESTION: Looked at different rocks and developed a hypothesis: "Most rocks are har	developed a hypoth	esis: "Most rocks are ha	rd";
<b>PLAN:</b> Selected one physical property (hardness/softness) to test, and prepared the recording sheets neconduct: Tested rocks and minerals for hardness/softness using a scratch test and recorded the data;	ss) to test, and prep tness using a scratc	pared the recording shee th test and recorded the	ts needed in this experiment; data;
ANALYZE: Reviewed the data to see if the hypothesis was correct.	vas correct.		
Describe the student's application of the assessed AAGSE within the SPT/science investigation:	sed AAGSE withi	in the SPT/science in	vestigation:
The AAGSE being assessed is whether or not the Emma is able to describe rocks and minerals using their physical properties. Emma utilized her data the she gathered from several science investigations to described rocks and minerals by using a list of descriptors (hard/soft, heavy/light, color). Emma was given 10 opportunities to describe physical properties of rocks and minerals (seven rocks and three minerals).	is able to describe in the control of the control o	ocks and minerals using nerals by using a list of d (seven rocks and three)	their physical properties. Emma utilized her data that escriptors (hard/soft, heavy/light, color). Emma was minerals).
	Evaluation of Stu	Evaluation of Student's Performance	
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	n the AAGSE.	Evaluate the stude AAGSE. Explain h	Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.
Emma had 10 opportunities to describe each of the seven rocks and three minerals. Emma correctly described two of the three minerals and seven of the rocks for an accuracy score of 90%.	n rocks and three nerals and seven of	Emma independently independence score	described all ten rocks and minerals for an of 100%.
Level of Accuracy 90% %	1000	Level of Independ	ence 100 %
Teacher Initials <u>//</u>			

#### Student Documentation Form for Science Knowledge Entry Check box if Student Product or Photo Evidence Documentation form is attached.

accuracy level of 50%.	Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.  Emma answered three of six questions on magnetism correctly for an	Evalu	<b>Describe the student's application of the assessed AAGSE within the SPT/science investigation:</b> The AAGSE being assessed is whether or not Emma is able to identify objects that are and are not attracted to magnets. Emma was assessed by the number of correct answers about an object's magnetism she filled in on her investigation recording sheet.	<b>CONDUCT:</b> Students tested the objects, recording their data on a recording sheet <b>ANALYZE:</b> Students discussed their common findings ("what objects attracted?").	<b>OBSERVE/QUESTION:</b> Students developed the research question "What objects attract or stick to <b>PLAN:</b> To answer this research question the students identified objects of different materials to test."	Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE: The 4th grade is working on a unit on the exploration of magnets. The students used magnet wands to explore different objects. The students p in the science investigation as follows:	Science Domain: LS ESS (PS)  Structured Performance Task (SPT)# 04-5  Description: Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.	Student Name: Emma Grade:
	AAGSE. for an	ation of Stu	AGSE withing dentify object led in on her	n a recording	estion "What of di	estigation ( ets. The stude	<u>n</u>	4
	Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.  Emma independently answered six out of six questions on magnetis she completed her testing. Her independence was 100%.	Evaluation of Student's Performance	n the SPT/science in s that are and are not a nvestigation recording s	sheet ed?").	objects attract or stick to ferent materials to test	observe/question, points used magnet wands	AAGSE # PS3.2.1a  Description: Identify objects that are or are not attracted to magnets.	Date: 1/18
	ent's indeper now percenta answered six of sting. Her ind		vestigation: nttracted to may sheet.		o magnets?" t and gathered the objects.	l <b>an, conduct</b> s to explore dif	bjects that are	Data Collec
	nt's independence performance of the percentages were determined answered six out of six questions on mating. Her independence was 100%.		gnets. Emma v		the objects.	, and analyze ferent objects.	or are not attr	Data Collection Period:
	nt's independence performance on the ow percentages were determined. answered six out of six questions on magnetism as ting. Her independence was 100%.		was assessed by the			an, conduct, and analyze) as they are to explore different objects. The students participated	acted to magnets.	1 2 X 3

Teacher Initials \_\_\_\_\_\_



#### Student Documentation Form for Science Knowledge Entry

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Student Name: Emma	Grade: 4	Date: 4/6	Data Collection Period: 1 2 3_X
Science Domain: (LS) ESS PS		^^CC #   C 1 2 1	
Structured Performance Task (SPT)# 04-5		7700E # LO 1.2.1	
<b>Description:</b> Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.	D D	<b>Description:</b> Describe survive.	the things that plants need in order to grow and
Describe the four components of the SPT/science investigation (observe/question, permbedded in the instruction of the AAGSE:	ce investigation (	observe/question, p	lan, conduct, and analyze) as they are
The 4th grade is working on a unit about plants – including the things plants need to grow and survive. The students participated in the science investigation as follows:	ing the things plants	need to grow and survi	ive. The students participated in the science
OBSERVE/QUESTION: Students read a book about seeds and plants, and developed the research	eds and plants, and		question "What do plants need to grow?"
<b>PLAN:</b> Students looked at different types of seeds and chose the seeds they wanted to grow; The students identified locations for their plants that matched the light/no light conditions.	hose the seeds they	/ wanted to grow; The st	tudents identified locations for their plants that
<b>CONDUCT:</b> Students planted 6 seeds and labeled the plants with light/no light and water/no water. <b>ANALYZE:</b> Students talked about their observations (what plants needed to grow).	lants with light/no liq hat plants needed to	ght and water/no water.	. They recorded their findings twice a week.
Describe the student's application of the assessed AAGSE within the SPT/science investigation:	ed AAGSE within	n the SPT/science in	vestigation:
Emma is being assessed on her ability to describe the things that plants need to grow and survive. Emma planted six seeds in soil, giving three of them water, light and air; the other three plants were not given water and light. Emma filled in her recording sheet twice a week. After 10 days, she was assessed on her "reporting out" on her findings on each plant, indicating what all six plants needed to grow. Emma found that plants need water to grom as aid her light/water plants grew best over the 10 days.	ings that plants need in water and light. En plant, indicating who days.	d to grow and survive. E Emma filled in her recorc at all six plants needed t	Imma planted six seeds in soil, giving three of them ding sheet twice a week. After 10 days, she was to grow. Emma found that plants need water to grow.
	Evaluation of Stu	Evaluation of Student's Performance	
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	the AAGSE.	Evaluate the stude AAGSE. Explain h	Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.
Emma had six opportunities to describe the things that plants need in order to grow. Of the six opportunities, Emma correctly identified six of six things that plants need to grow and survive for an accuracy score of 100%.	lants need in order ed six of six things re of 100%.	Emma independently completed six on sheet. Her independence was 100%.	Emma independently completed six out of six answers on her recording sheet. Her independence was 100%.
Y		Level of Independence	ence 100 %
leacher initials <u>U</u>			